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# ABBOT ACADEMY

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ANDOVER  
MASSACHUSETTS

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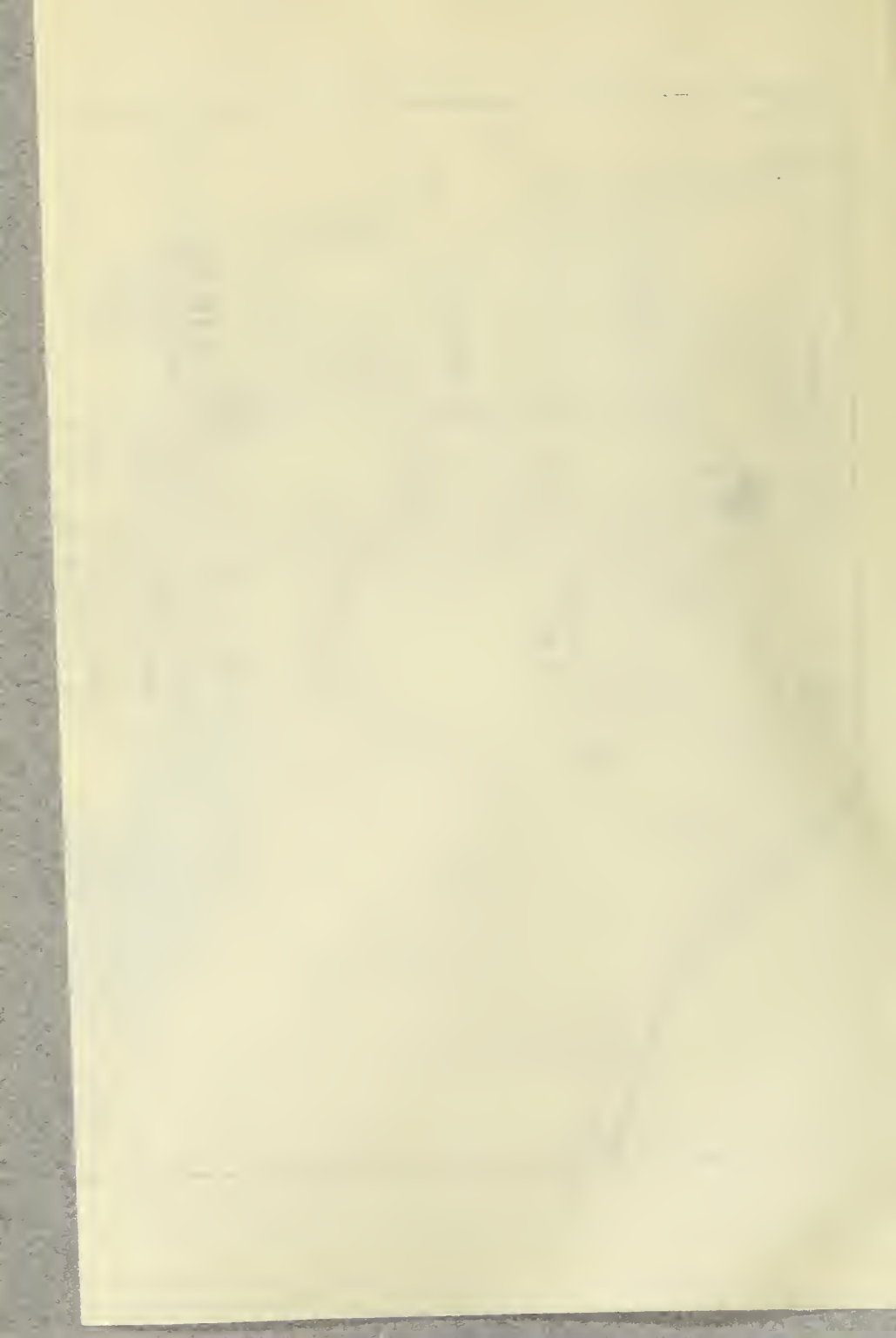
1911-1912

*This is really the Catalogue  
1910-1911*

\* CATALOGUE  
THE EIGHTY-SECOND YEAR







ABBOT ACADEMY

ANNUAL CATALOGUES

VOLUME VIII

1911-1915

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McKEEN MEMORIAL HALL

ABBOT ACADEMY

ANDOVER, MASS.

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CIRCULAR  
OF  
INFORMATION  
FOR  
1911—1912

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ANDOVER

1911

# Calendar

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## 1911

Tuesday, June 13, 12 M.	Present school year ends.
	Summer Vacation
Thursday, Sept. 14, 9 A.M.	Fall Term begins
Tuesday, Nov. 21, 3 P.M. until Nov. 24, 6 P.M.	—Thanksgiving Recess
Tuesday, Dec. 12, 2 P.M.	Fall Term ends
	Christmas Vacation of Three Weeks

## 1912

Thursday, Jan. 4, 9 A.M.	Winter Term begins
Tuesday, Jan. 30,	First semester ends
Thursday, Feb. 1,	Second semester begins
Thursday, Feb. 22,	Holiday
Tuesday, March 20, 2 P.M.	Winter Term ends
	Spring Vacation of Two Weeks
Thursday, April 4, 9 A.M.	Spring Term begins
Thursday, May 30,	Holiday
Tuesday, June 11, 12 M.	School year ends

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### Baccalaureate Sermon, 1910

REV. ALBERT PARKER FITCH of Cambridge  
President of the Andover Theological Seminary

### Address, 1910

RICHARD C. MACLAURIN  
President of the Massachusetts Institute of Technology

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The Anniversary Address will be given at the South Church, on Tuesday, June 13, 1911, by John Graham Brooks, Esq., of Cambridge.

The Baccalaureate Sermon to the class of 1911 will be preached at the same place, June 11, 1911, by Rev. Edward Mortimer Chapman of Old Lyme, Connecticut.

# Trustees

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REV. DANIEL MERRIMAN, PRESIDENT,	BOSTON
BURTON S. FLAGG, TREASURER,	ANDOVER
JOHN ALDEN, CLERK,	ANDOVER
ARTHUR S. JOHNSON,	BOSTON
REV. JOHN PHELPS TAYLOR,	ANDOVER
MARCUS MORTON,	BOSTON
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GEORGE F. SMITH,	ANDOVER
REV. GEORGE A. GORDON,	BOSTON
REV. MARKHAM W. STACKPOLE,	ANDOVER
GEORGE G. DAVIS,	NORTH ANDOVER

# Faculty

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- EMILY A. MEANS, PRINCIPAL,  
Psychology, Ethics, Theism, Christian Evidences.
- KATHERINE R. KELSEY,  
Mathematics.
- NELLIE M. MASON,  
Science.
- REBEKAH MUNROE CHICKERING, A.B.,  
History.
- MARTHA HOWEY, B.L.—On leave of absence 1910-1911  
Literature.
- OLIVE G. RUNNER, B.L.,  
Latin.
- MARY ETHEL BANCROFT, A.B.,  
English.
- DELIGHT WALKLY HALL,  
Greek.
- GERTRUDE ELIZA SHERMAN, A.B.,  
French.
- EDITH E. METCALF, A.M.,  
Literature.
- HEDWIG D. CRAMER,  
German.
- SARAH S. UTTER,  
Elocution and Physical Culture.
- PROF. JOSEPH NICKERSON ASHTON, A.M.,  
Chorus Music, Pianoforte, Organ, Harmony,  
History of Music.
- MRS. ALICE WENTWORTH MacGREGOR,  
Vocal Music.
- S. EDWIN CHASE,  
Violin and Mandolin.
- FREDERIC A. BOSLEY,  
Drawing and Painting.
- JEANNE CHÉRON, Lic. ès L.,  
French Conversation.
- 
- CHARLOTTE L. ROOT, A.B.,  
Principal's Secretary and Librarian.
- PHILANA McLEAN,  
In charge of Draper Hall.

EDITH H. ALDRED—Boston City Hospital.  
Resident Nurse.

JANE BRODIE CARPENTER, A.M.,  
Keeper of Alumnae Records.

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## Alumnae Fund Lectures and Readings (March 1910—March 1911)

PROF. JOHN DUXBURY,

The Story of Joseph.

PROF. LELAND POWERS,

Reading—"The Rivals."

MISS ANNIE S. PECK,

The Climbing of Mt. Huascaran.

PROF. L. C. STANTON,

Melodies and Forms of short compositions.

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## Concerts

MR. ERNST PERABO, Piano.

MR. F. MAHN, violin.

MR. C. BARTH, 'cello.

~~MR. C. BARTH~~

MR. ANTON WITEK, violin,

MME. VITA GERHARDT WITEK, Piano.

MR. GEORGE COPELAND, piano.

MRS. GRACE BONNER-WILLIAMS, soprano.

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## Speakers. (March 1910, March 1911)

REV. LEROY B. LYNCH

MISS DONALD

MISS WILTSE

REV. CHARLES H. OLIPHANT

MISS BOSHER

MRS. MARY W. MILLS

REV. GEORGE BUSHEE

REV. FREDERIC PALMER

REV. JOHN PHELPS TAYLOR

REV. FRANK R. SHIPMAN

REV. MARKHAM W. STACKPOLE

REV. RAYMOND CALKINS

REV. CLARK CARTER

REV. CLARENCE A. BARBOUR, D.D. SENORITA CAROLINA MARCIAL

MISS JANE CARPENTER

REV. GEORGE GUTTERSON

REV. NICHOLAS VAN DER PYL

MRS. WILLIAM H. HILL

MISS MARY C. WIGGIN

REV. G. GLENN ATKINS

REV. E. A. PADDOCK

REV. J. EDGAR PARK

PROF. W. K. MOOREHEAD

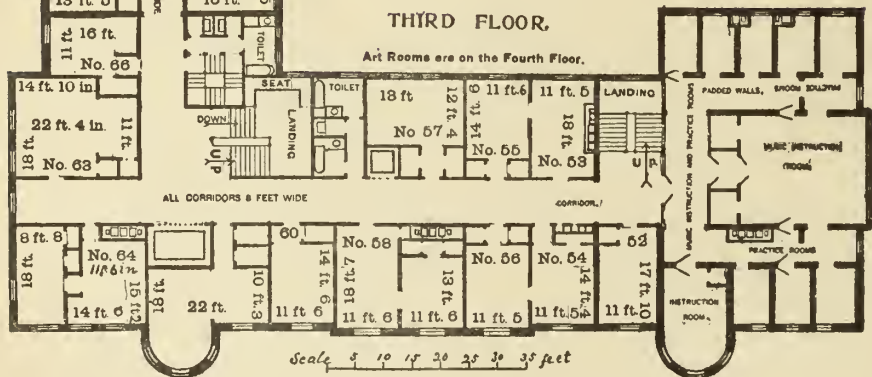
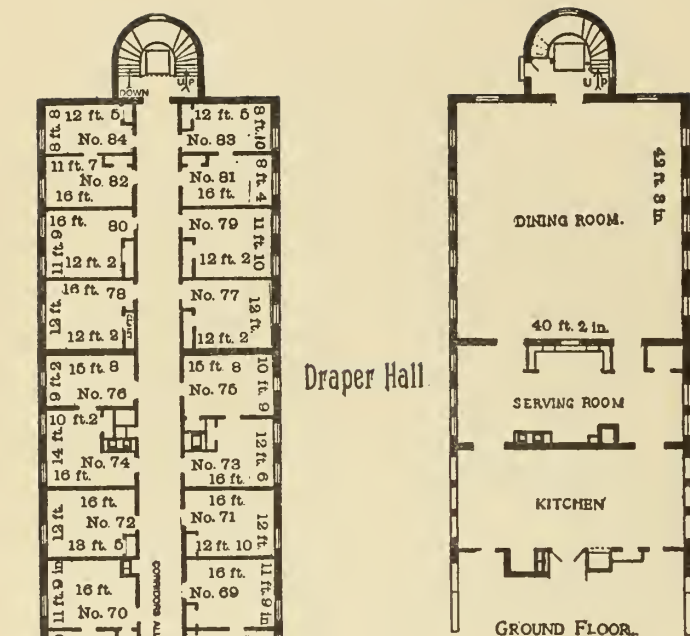
PROF. LUCIUS MILLER

PROF. EDWARD Y. HINCKS

REV. HERBERT A. JUMP

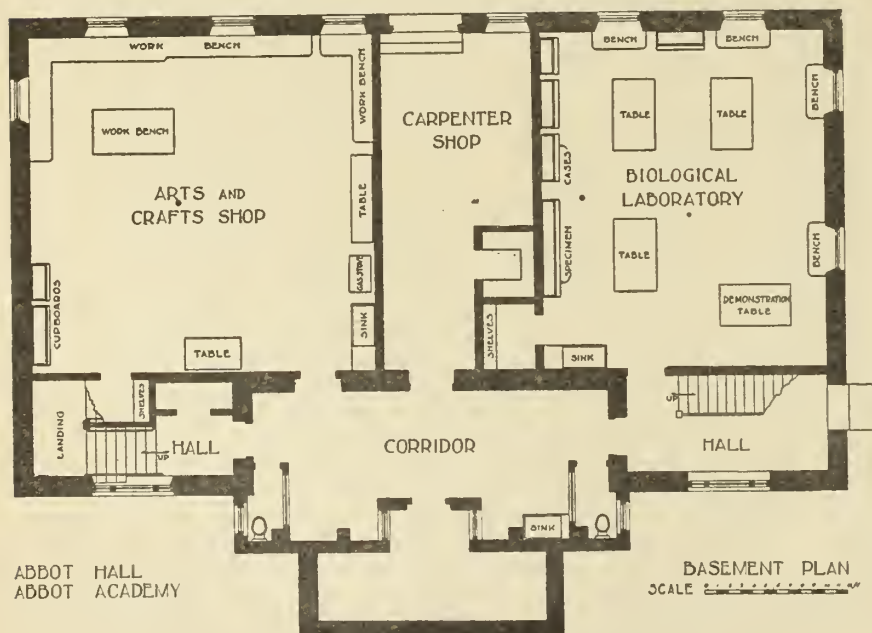
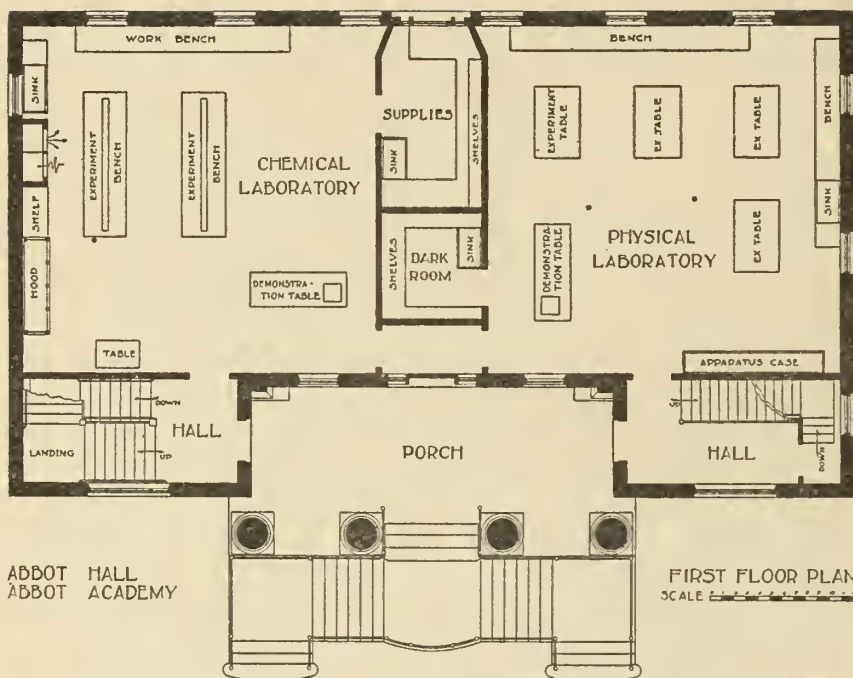
REV. DR. CURRIE

PROF. HENRY B. WRIGHT

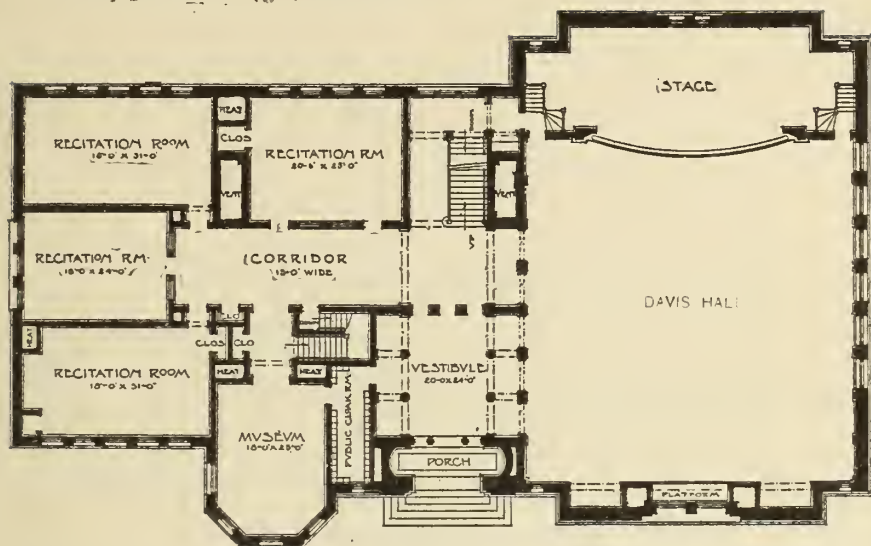






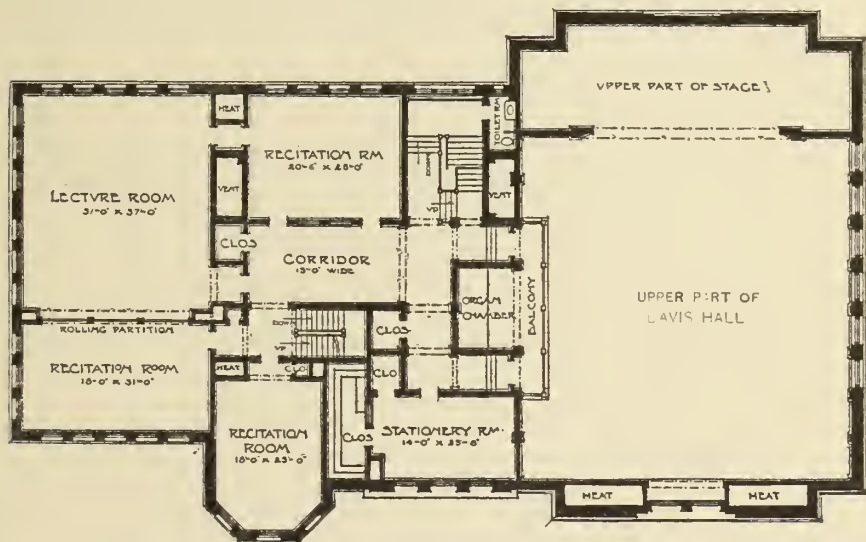


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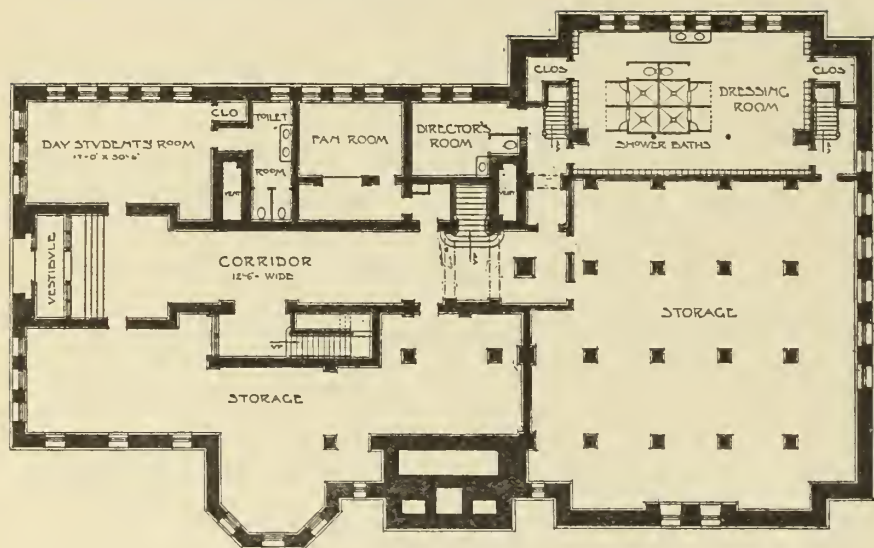
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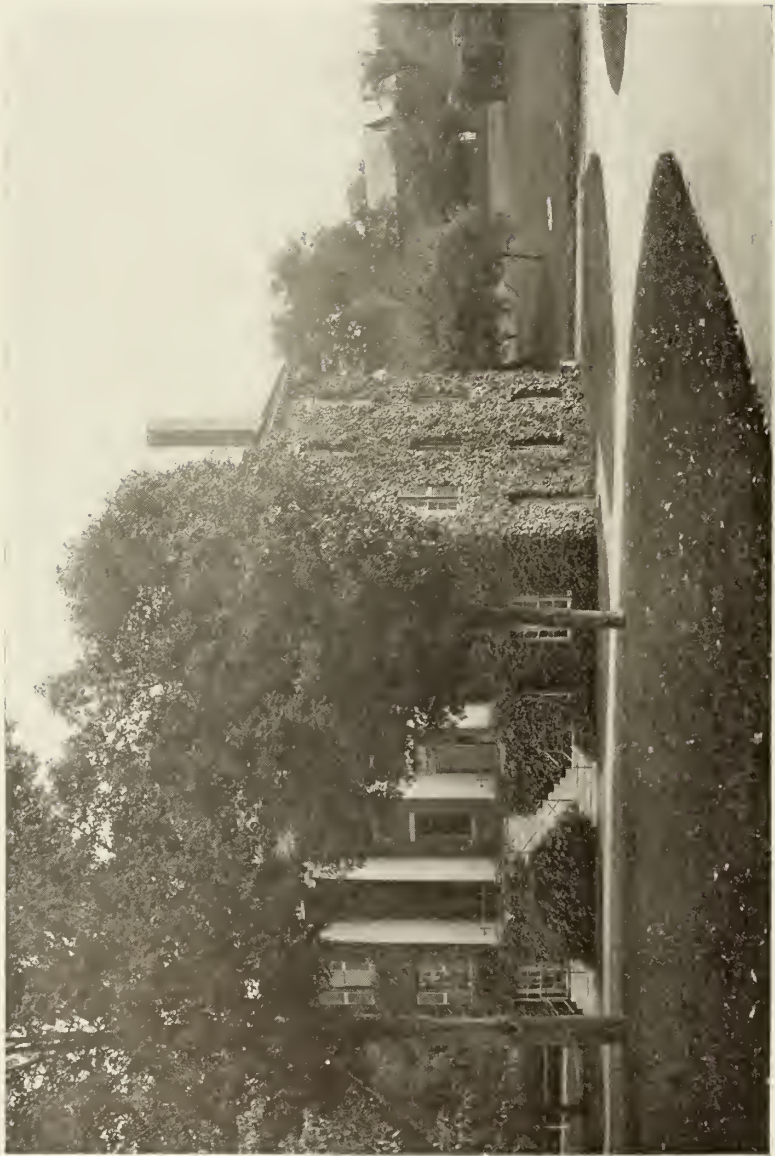
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~ PLAN OF BASEMENT ~





ABBOT HALL





DRAPER HALL









JOHN-ESTHER GALLERY — ABBOT HALL

# Abbot Academy

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ABBOT ACADEMY was founded in 1829, the first incorporated school in New England for the education of young women alone. Its purpose has always been to cultivate an earnest Christian character in girls, by broad and thorough scholarship, and by the strong personal influence of its teachers; and to prepare them for healthy, useful lives.

Andover has been for more than a century a centre of educational interests, and its schools draw many distinguished and learned people to visit and instruct. The soil, water, and climate of the town are excellent. Boston is within twenty-three miles on the Boston & Maine R. R., and pupils may attend such concerts, lectures, and plays as are recommended by the school, and may visit museums both there and in Cambridge. The school has twenty-three acres of grounds with lawns and walks, a fine grove of oaks, and plenty of room for the various outdoor games.

The McKeen Memorial Hall contains a fine audience room, memorial to Hon. George L. Davis, which is used for entertainments and as a gymnasium. Below the gymnasium are dressing rooms with shower-baths, and a room for the physical director. The rest of the building has large class rooms, with the best modern arrangements for ventilation, heating and lighting.

Abbot Hall contains the old assembly room, the observatory, fine laboratories for Chemistry, Physics, Biology and Geology, and a laboratory to be used for instruction in cooking, sewing, or such work in handicraft as may be called for.

Draper Hall, besides the dormitories and parlours, has separate floors for Music and Art, a well-lighted Reading Room and large Library, a sunny dining room, and a large sitting

room for students. It is admirably ventilated, lighted by electricity, and is heated by a central outside plant. The facilities for protection from fire exceed the requirements of the fire inspector. The greater number of rooms in this building are *en suite*, allowing two rooms, a parlour and bedroom, for two pupils. There are a few rooms for two persons, and several rooms for one. Each pupil has a single bed, a bureau, large closet, and all toilet conveniences. During the summer of 1909 all the appliances in the bath and toilet rooms were changed for the best modern fixtures. At separate tables in the dining room French and German are spoken for practice by pupils who study these languages.

The John-Esther Gallery, a fire-proof building, contains a collection of oil paintings by well-known artists, bronzes and engravings. It has a beautiful exhibition hall arranged after the latest approved methods of lighting, and is open for frequent study.

The Academy library, of over eight thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of the Bible, Philosophy, English, French and German Literature, History, Science and Art. New books are constantly added to every department. Students may use the library at all times, as well as the reading room, where they will find the leading magazines, reviews, and religious and secular newspapers.

## Application

The application and credential blanks in the end of the catalogue should be filled out, signed, and sent together with the letters concerning moral character. Information about previous condition of health, or any other conditions which may

be helpful in arranging for the welfare of the pupil, should be sent with the application. *The engagement is understood to be completed for the year when the application is filed at the school; and in case of illness or family circumstances which may prevent the fulfilling of the engagement, word should be sent to the principal at once. Places engaged in the school at the beginning of each year are understood to be taken for the whole year, and those who place pupils under our care are understood to accept the conditions defined in this circular. All must be prompt and regular in attendance.*

A statement of the standing of each student in class work and in conduct is sent to her parents or guardian at the end of each semester.

## Admission

English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. Those who enter the preparatory year in the regular course will study Algebra and Latin I., and for admission to the Junior year these studies must have been completed. The regular course requires at least four years after the preparatory year, but more time must be given if Music or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. No examinations at entrance are required except for work above the Junior Middle year; for other work credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College students should bring credentials from certified schools and must accept our requirements for college work.

All studies will be *assigned according to the judgment of the principal*, with reference to the requirements of the school, and the aim of the pupil.

## General Information

Prompt attendance at the beginning of each term is necessary because the first instruction is usually the key-note of all the coming work, and the teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand, nor anything but what is imperative, should be allowed to call a student from her duties. Too frequent absences at home or elsewhere divert the thoughts, make the pupil restless and are too fatiguing to be advisable. Dentistry, shopping and dressmaking should be attended to during vacation. Parents are requested to plan to have these matters finished before their daughters are sent to school.

Permission for visits to be made or received on Sunday may not be requested; and absences on that day will only be granted on account of illness at home, or for some equally important occasion. Attendance at morning service is required. Parents or guardian who wish pupils to attend Christ Church (Episcopal) must designate that at the *time of entrance*, and are expected to pay for seats there; all others attend the South Congregational Church where free sittings are provided for the school.

The weekly recreation time is from Tuesday after half after three, to Wednesday afternoon at half after five o'clock, and pupils must return for dinner on that day. Visits from friends may be received on Wednesday and out of study hours on other days. Absences may be permitted by the principal, not oftener than once a fortnight. A list of persons from whom calls may be allowed should be prepared by the parents and sent to the principal at the beginning of the year. Correspondence should be governed by the parents and should not be large. There is not time for writing many letters if the school work is to be good.

The pupils come and go freely in the town without chaperons, but on public and social occasions they are accompanied by teachers. In small parties they are permitted to go for shopping or visiting to Boston or to other neighboring cities, but if to attend any public entertainment, they must provide a chaperon satisfactory to the principal.

One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

Gifts of eatables, except fruit, are not the kindness intended. They encourage the habit of irregular eating which is the cause of much sickness in schools. We do not take charge of the incidental expenditure of the pupils, but we advise parents not to supply their daughters with much spending money. It encourages extravagance and forms poor habits of financial responsibility.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations, which are made for the good of the pupils. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered. Accommodations for parents and friends who visit the school can usually be found near the Academy.

### Special Information

Each young lady furnishes her own towels, six sheets and six pillow cases (20 x 32 inches) for her single bed and an extra pair of blankets. She should have thick shoes, rubbers, water-proof cloak, an umbrella, and a wrap to use in



going from one building to another. She should also have two clothes-bags, clearly marked with her name, a shoe bag and a scrap basket. Every article of clothing should be *distinctly marked with her full name*. Remedies which she is accustomed to use at home should be brought with her, and some teaspoons for use in her room. Except for sweeping, pupils have the care of their own rooms. Picture mouldings are in all the rooms and everything on the walls must be hung from them. Easy chairs or *platform* rocking chairs, and desks may be added to the furniture of the rooms, but no larger articles; nor may anything now in the rooms be displaced. Such things as a table cover, a bureau cover, pictures and cushions make the room home-like. Simple rugs, or carpets may be found in the town and furniture may be hired there. Room-mates may arrange these matters according to their own convenience. The occupants of each room will be held responsible for all damage in their room.



# CHART

PREPARATORY.	<i>First Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				PREPARATORY.
	<i>Second Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				
JUNIOR.	<i>First Semester</i>	Latin II. (c) Greek I. (c) (5)	French I. (c) German I. (c)	Geometry (c) (4)	English II (4)	History I (c) (4)			JUNIOR.
	<i>Second Semester</i>	Latin II. (c) Greek I. (c) (5)	French I (c) German I. (c) 4 or 5	Geometry (c) (4)	English II (4)	History I (c) (4)			
JUN. MIDDLE	<i>First Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c)	Solid Geometry (4)	English III College Eng. I (3)½	History II (c) (4)	Chemistry or Physics (c)	Zoölogy	JUN. MIDDLE.
	<i>Second Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c) 4 or 5	Trigonometry (4)	English III College Eng. I (3)	History II (c) (4)	Chemistry or Physics (c) 5 to 8	Zoölogy (cont) or Botany (4)	
SEN. MIDDLE	<i>First Semester</i>	Latin IV. (c) Greek III. (c) (5)	French III. (c) German III. (c)	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry	Astronomy or Qual. Analysis (4)	SEN. MIDDLE.
	<i>Second Semester</i>	Latin IV. (c) Greek III. (c) (5)	French III. (c) German III. (c) 4 or 5	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry (cont) or Botany 5 to 8	Geology (4)	
SENIOR.	<i>First Semester</i>	Latin V. Greek IV.	French IV. German IV.		English V (2) Literature (4)	History IV *Special periods of History (2)	Psychology Ethics Theism	Political Economy (4)	SENIOR.
	<i>Second Semester</i>	Latin V. Greek IV. (4)	French IV. German IV. (4)		English V (2) Literature (4)	*History of the Fine Arts (2) *Throughout year	Christian Evidences (4)		

This chart shows the subjects offered, from which the student may select courses to meet the requirements for graduation as stated on page 20.  
 College preparatory students must select their courses from this schedule according to the requirements of the college which they propose to enter. (c) denotes that the course meets college requirements.  
 One recitation per week in Bible and Elocution is required of every student.  
 The numbers refer to number of recitations per week.  
 English is required throughout the course.



# Courses of Study

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The chart gives an outline of the studies taught, from which the different courses are arranged.

## College Preparatory Course

The College preparatory course meets the requirements of the leading colleges for women, and the school has full certificate privileges to Smith, Mt. Holyoke, Wellesley and Vassar Colleges. A diploma will be given to those who receive a full certificate of admission to these colleges and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their courses and must not expect to complete their work in less time than is recommended by the principal. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the college course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the fact that the colleges require certain subjects to be completed within a definite time before entrance. For the best arrangement of work it is important that the choice of a college should be made early in the course.

## Academic Course

The regular Academic Course may be Literary, Classical or Scientific. In order to enter the Academic course with a view to graduation the student must have had English Grammar, Arithmetic, Geography, Algebra, United States History, and one year of Latin.

In order to graduate, twelve full courses, exclusive of English, Bible and Elocution must be taken. Two semesters constitute one full course.

The twelve courses must include the following:—Language, three; Mathematics, one; History, two; Physics or Chemistry, one; Literature, two; Philosophy, one.

*One of the courses in language must be Caesar, Bks. I-IV.*

*One of the courses in History must be History IV. (Special periods of History, and History of the Fine Arts.)*

*No account will be taken of less than one year's work in any language.*

Students in the Literary course, in addition to Physics or Chemistry, are required to take one half-course in Science.

Students in the Classical course must take Latin and Greek.

Music, or Drawing and Painting may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

# Departments of Study

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## Latin

The object of the course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

LATIN I.—5 periods a week.

Collar and Daniell, First Year Latin.

*Fabulæ Faciles.*

LATIN II.—5 periods a week.

*Caesar*—Books I, II, III.

*Ovid*—Selections.

*Latin Composition*: based on *Caesar*. Allen and Phillips.

LATIN III.—5 periods a week.

*Caesar*—Book IV.

*Cicero*—Four Orations against Catiline, Manilian Law, The Citizenship of Archias.

*Latin Composition*: based on *Cicero*. Allen and Phillips.

LATIN IV.—4 periods a week.

*Virgil*: *Aeneid*, Books I-VI.

*Advanced Composition*—I period a week.

For students preparing for College, Grammatical Review, Daniell and Brown.

## Greek

The work of the first three years corresponds to the usual College preparatory course. It aims to give such familiarity with inflectional forms, vocabulary, syntax, and the Greek

manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The fourth year's work is selected from College courses. The aim is to give a more extended knowledge of Greek Literature through representative masterpieces. The works chosen may vary from year to year.

GREEK I.—5 periods a week.

White's First Greek Book.

GREEK II.—5 periods a week.

Goodwin and White's Anabasis. Books I, II, III.

Sight translation in the Anabasis.

Pearson's Greek Prose Composition.

Goodwin's Greek Grammar.

GREEK III.

Benner's "Selections from Homer's Iliad".

Selections from Xenophon taken from Flaggs's "A Writer of Attic Prose".

Pearson's Greek Prose Composition.

Palmer's Odyssey.

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## French

4 periods a week for academic students.

5 periods a week for college students.

Students are drilled in conversation, dictation, sight-reading and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once a week the classes are conducted by a native French teacher, and spoken French is required at the dining tables.

## FRENCH I.

*Grammar*—Text-books—Chardenal's French Grammar.

*Composition*—Oral and written translation of the exercises in the grammar.

*Reading*—Books such as the following are read: Snow and Lebon, "Easy French"; Aldrich and Foster, "French Reader;" Malot, "Sans Famille;" Legouvé et Labiche, "La Cigale chez les Fourmis."

## FRENCH II.

*Grammar*—Text-book—Fraser and Squair, Part II.

*Composition*—Text-books—Fasnacht, "French Prose Composition;" François, "Introductory French Prose Composition."

*Reading*—Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Colomba"; De la Bédollière, "La Mère Michel et son Chat"; Bruno, "Le Tour de la France," Erckmann-Chatrian, "L'Histoire d'un Paysan"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Scribe et Legouvé, "La Bataille de Dames"; Augier et Sandeau, "Le Gendre de M. Poirier."

## FRENCH III.

*Grammar*—Text-books—Fraser and Squair, Part II.

*Composition*—Text-book—François—"Advanced French Prose Composition"; Koren—"Exercises in French Composition."

*Reading*—Books such as the following are read: Loti, "Pêcheur d'Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Corneille, "Le Cid"; Molière, "L'Avare"; Racine, "Athalie"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc."

## FRENCH IV.

(Open only to those of excellent attainment.)

Study of the development of the language and literature from

the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a text-book, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers on the periods and men studied are presented in that language.

All text-books are subject to change.

## German

4 periods a week for academic students.

5 periods a week for college students.

### GERMAN I.

*Grammar*—Text-book—Collar's First Year German. Drill on the essentials of German Grammar. Practice of the German script.

*Composition*—Oral and written translation of the exercises in the grammar; later, Harris' German Composition.

*Reading*—Books such as the following are read: Guerber's "Märchen and Erzählungen," Hempl's "The Easiest German Reading," Müller's "Glück Auf," Grimm's "Märchen," Meissner's "Aus Meiner Welt," Betold's German Stories, Stolze's "Bunte Geschichten," "Till Eulenspiegel," Spyri's "Rosenresli," Storm's "Imensee," Heyse's "L'Arrabbiata," Schiller's "Der Neffe als Onkel," Gerstäcker's "Germelshausen."

*Poetry*—Text-book, Wenckebach's "Schönsten Deutschen Lieder."



## GERMAN II.

*Grammar*—Text-book—Collar's First Year German. Review of the Grammar and syntax.

*Composition* — Text-book — Harris' German Composition. These exercises are translated from the English into German orally and then written in German script. Original compositions are required on subjects assigned by the teacher, also written work based on readings, and letters.

*Reading*—Books such as the following are read: Stern's "Geschichten vom Rhein," Jensen's "Die braune Erica," Zschokke's "Der zerbrochene Krug," Fouqué's "Undine," Wildenbruch's "Das Edle Blut," "Neid," Benedix's "Hochzeitsreise," "Der Dritte," Heyse's "Anfang und Ende," Schiller's "Wilhelm Tell," Lessing's "Minna von Barnhelm," Chamisso's "Peter Schlemihl," Hauff's "Lichtenstein."

*Poetry* — Text-book — Wenckebach's "Schönsten Deutschen Lieder."

## GERMAN III.

*Grammar*—Text-book—Joynes-Meissner's German Grammar.

*Composition*—Text-book—Pope's German Composition. Original compositions on subjects assigned by the teacher, compositions from text-book, and letters are required.

*Reading*—Riehl's "Feuch der Schönheit," "Burg Neideck," "Scheffel's "Trompeter von Säckingen," "Ekkehard," Freytag's "Die Journalisten," "Aus dem Staat Friedrichs des Grossen," Kleist's "Michael Kohlhaas," Heine's "Die Harzreise," Schiller's "Jungfrau von Orleans," "Gustav Adolf in Deutschland," Goethe's "Iphigenie," "Hermann and Dorothea," "The Vicar of Sesenheim."

*Poetry*—Text-book—Wenckebach's "Die Schönsten Deutschen Lieder."

*Conversation*—Special attention is given that the students may acquire facility in conversation, so that this language becomes to them a living matter. For this purpose Hölzel's *Anschauungs und Sprach-Unterricht* is used. The German tables and the singing of "Volkslieder" also offer a splendid opportunity to this end.

The text-books in all classes are subject to change.

## History

The object of the history courses is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work and by informal lectures.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—4 periods a week. .

*First Semester*—Ancient and Grecian History.

*Second Semester*—Roman History.

Text-book—Wolfson, "Essentials in Ancient History."

HISTORY II.—4 periods a week.

*First Semester*—English or American History.

*Second Semester*—English or American History.

Text-books—Cheyney, "Short History of England".

Hart, "Essentials in American History".

HISTORY III.—4 periods a week.

*First Semester*—European History.

*Second Semester*—European History.

Text-book—Harding, "Essentials in Mediaeval and Modern History".

HISTORY IV.—4 periods a week.

2 periods a week—Periods of history with special emphasis upon the growth of the Church.

Text-books—Allen, "Outlines of Christian History".

Clarke, "Events and Epochs in Religious History".

Robinson, "History of Western Europe".

2 periods a week—History of Fine Arts.

Text-books—Hamlin, "History of Architecture".

Marquand and Frothingham, "History of Sculpture".

Van Dyke, "History of Painting".

## English

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English Courses is to train the student to work systematically, think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of selected masterpieces.

ENGLISH I.—4 periods a week.

*Word study*—Text-book, Buehler's Practical Exercises in English.

*Composition*—Constant written work: sentence and paragraph structure, simple description and narration, letter-writing, invitations, original work. Text-book, Hitchcock's Enlarged English Composition.

*Literature*—Select readings. In 1910-1911, these included Ivanhoe; Hawthorne's Twice Told Tales and Bayard Taylor's

“Lars”; Snow-Bound; Vision of Sir Launfal; and Lays of Ancient Rome.

ENGLISH II.—4 periods a week.

*Grammar and Rhetoric*—Text-book, Shackford-Judson Composition and Rhetoric.

*Composition*—One long theme a week, constant written work, in and out of class. Paragraph-structure, description, narration, exposition, letter-writing, versification, reproduction, imitation, original work.

*Literature*—Selected readings. In 1910-1911, these included Coleridge's Ancient Mariner, Gray's Elegy, Goldsmith's Deserted Village, Silas Marner, the Sir Roger de Coverley Papers, selections from Tennyson's Idylls of the King, Tale of Two Cities, Arnold's Sohrab and Rustum, and Merchant of Venice.

ENGLISH III.—3 periods a week

*Composition*—Paragraph-structure, construction of the theme, principles of the four kinds of writing, the essay, versification. Constant class written work, weekly long themes. Reports of current events. Text-book, Shackford-Judson's Composition and Rhetoric.

*Literature*—Selected readings. In 1910-1911, these included Hawthorne's House of Seven Gables, Stevenson's Treasure Island, Tennyson's Shorter Poems, Midsummer Night's Dream, Scott's Talisman and Marmion, Cranford.

ENGLISH IV.

*Literature*—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long's History of English Literature, and typical masterpieces of the successive periods.

*Composition*—1 period a week. Themes, criticism, versification, study of the novel.

## ENGLISH V.

*Literature*—4 periods a week.

*First Semester*—A course in general literature, based on the study of typical masterpieces of the nations (in translation).

*Second Semester*—Critical study of the XIX century poets and prose writers.

*Composition*—I period. Criticism, study of the novel (continued), and of contemporary writing.

*Shakespeare*—I Period. Study of representative historical plays, comedies and tragedies.

## COLLEGE PREPARATORY.

The College Preparatory English work extends over two years, with three recitations a week and fully meets the requirements as adopted by the Commission of New England Colleges.

## Philosophy and Theism

James's Shorter Psychology, Dewey and Tufts' Ethics, Flint's Theism and Row's Christian Evidences are the text-books used in the Senior course.

Modern Scientific Psychology is used as a basis for the study of the ethical and religious development of man's nature.

## Mathematics

ALGEBRA.—5 periods a week.

Elementary course through quadratic equations of one unknown quantity. Required for entrance to the regular courses.

Text-books: Wells; First Course in Algebra.

GEOMETRY.—4 periods a week.

Text of the five books of plane geometry.

Exercises for original demonstration, construction, and numerical solution.

Text-books: Wells' Plane Geometry, revised.

Wentworth's Plane Geometry, revised.

#### REVIEW MATHEMATICS.

*Plane Geometry*—3 periods a week, one semester.

*Algebra*—5 periods a week, one semester.

A review of elementary principles, followed by the more advanced work required for entrance to College.

Both courses required in College Preparatory senior year.

### Science

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well provided with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—5 to 8 periods a week, one year.

A study of the more important non-metals and metals with their principal compounds; practical applications of the science to every day life; theories and laws underlying chemical processes; constant practice in the solution of problems; laboratory work under the supervision of the teacher, illustrating properties of the more important elements and compounds studied; several experiments of a quantitative nature.

This course meets the college entrance requirements.

A half course in Qualitative Analysis is open to students who have completed the elementary course.

#### PHYSICS

5 to 8 periods a week, one year.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical applications of principles; constant practice in solution of problems; lecture table demonstration, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

Physics or Chemistry as an elective is open to those who are studying or have completed the required year in science.

ASTRONOMY.—4 periods a week, First semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine 5-inch Alvan Clark telescope, equatorially mounted.

Text-books: Young's Elements of Astronomy.

Moulton's Introduction to Astronomy.

GEOLOGY.

4 periods a week, Second semester. Additional field work.

General survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacial, and seashore phenomena.

ZOOLOGY.—4 periods a week. First Semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and adaptations to environments, as illustrated especially by the invertebrates.

Laboratory study, with notes and drawings, of types illustrative of the main subdivisions.

Materials for study, microscopes and necessary instruments are provided for each student.

BOTANY.—4 periods a week. Second Semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading groups.



Laboratory study, with notes and drawings, of conditions affecting the germination and growth of the seed, followed by a study of the morphology, structure and functions of root, stem, leaf and flower.

## Bible

The first part of each year is given to the study of the Old Testament, and the latter to the New Testament.

### BIBLE I.

Jewish History to the Death of Moses; The Life of Christ.

### BIBLE II.

Jewish History to the Division of the Kingdom; The Teachings of Christ.

### BIBLE III.

Jewish History to the Fall of Jerusalem; The Acts of the Apostles.

### BIBLE IV.

Jewish History—The Captivity and the Return; The Epistles.

## Music

The department of music offers systematic instruction in piano-forte and organ playing, in harmony and musical theory, in vocal culture, and in violin and mandolin playing. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

### PIANO.

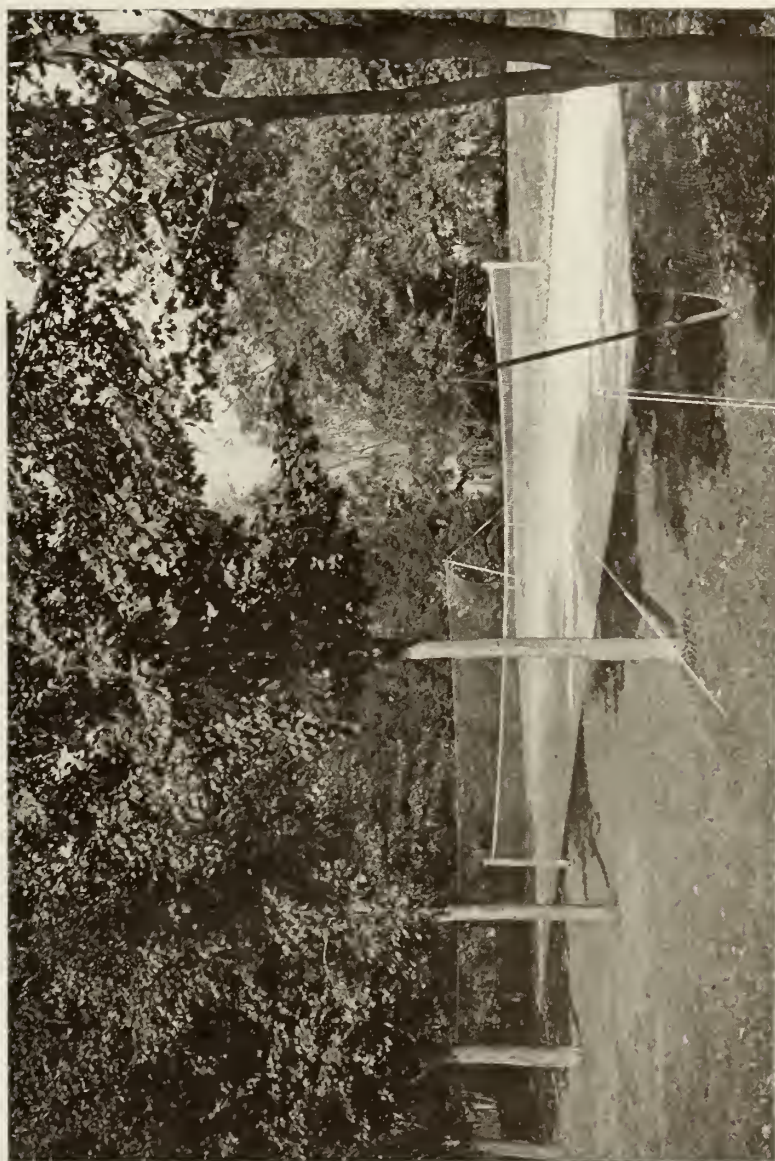
Both elementary and advanced instruction are given. Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are







THE STUDIO



ONE OF THE TENNIS COURTS



sought through the careful study of standard works for the piano.

This department meets the needs of students of the College preparatory department wishing to offer music as one point for entrance to college.

The following authors are studied: Cramer, Heller, Jensen, Krause, Clementi, Kullak, Joseffy, Phillipp, Handel, Scarlatti, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Raff, Brahms, Rheinberger, Saint-Saëns, Grieg, MacDowell, Debussy.

#### VIOLIN.

The violin work follows the same general direction, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

#### VOCAL.

The vocal department gives elementary and advanced exercises for correct tone placing and breathing and careful development of the voice; special study for purity, quality, flexibility, and in phrasing and diction. French, German, and Italian songs are sung in the languages when possible: vocalizes by Marchesi.

#### GENERAL MUSICAL ADVANTAGES.

Instruction in chorus and hymn singing: lectures on musical history and appreciation. A series of half-hour organ recitals on the Phillips Academy organ, once a week during the winter, given by Prof. Ashton. These are free to all.

A pupils' recital in the second semester.

An annual series of three recitals is given in Davis Hall by distinguished artists.

A limited number of tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are occasional opportunities to attend other concerts in Boston.

## Drawing

The course includes drawing in black and white, pastel, and painting in oil.

The instruction, like that of the best schools of art in this country and in Europe, is to teach how to see nature as well as to express technically what is seen.

The studio is well lighted, large, and furnished with many casts of the best Greek, Roman and Renaissance sculpture, together with a good collection of still-life objects.

Daily work is required of the special students, who have two criticisms each week: one period a week for all scholars except the special students and those in the senior classes. This course is especially helpful to those intending to study some form of art after leaving the school, or to those with a liking for drawing who wish to become more appreciative of artistic things.

In the John-Esther Gallery, belonging to the school, is a large collection of paintings which, together with special exhibitions of modern painters held in the gallery, furnish good examples of art for study. Exhibitions in Boston of the best modern paintings, and the Museum of Fine Arts, with its masterpieces in every branch of the Fine Arts, may be visited from the school.

## Elocution

Classes meet weekly, and the exercise consists of a drill upon vocal culture and articulation. Particular attention is paid to breathing as the basis of tone production, also to correct tone placing. Selections from the best authors are analyzed, the object being to render them easily and naturally, and at the same time to give full value to the thought and feeling.

The work of articulation includes drill upon the English sounds and exercises to render articulation clear and precise.

## Gymnastics

The German system of gymnastics is used. The object of the work is to develop a healthy body under the control of the will.

Special care is taken to correct faulty postures, and to strengthen weak muscles. Measurements are taken at the beginning of the year, and again at the end.

Classes meet for practice twice a week. In addition to the regular physical work, fencing, indoor games and folk dancing are taught. The whole school meets in the gymnasium one morning of the week for setting up drill.

During the Spring and Fall, croquet, tennis, basket-ball, tether-ball, field hockey and cross country walks, give active out-door exercise.

## Expenses

The charge for pupils resident in the Academy is \$600. a year, the year being divided into semesters.

This charge includes tuition, room rent, board, hot water heating, electric light, and furniture (except carpet, writing desk, and easy chair.) Tuition for day pupils is \$120 per annum.

	Boarding pupils	Day pupils
Bills are payable to the treasurer, September, 1911, . . . . .	\$300.00	\$60.00
And are payable to the treasurer, February, 1912, . . . . .	\$300.00	\$60.00

In case a pupil leaves the school for any cause, parents or guardians will be held responsible for the charges of the semester entered upon.



## Extras

	Per semester
Piano and Organ:	
Two lessons a week, . . . . .	\$60.00
One lesson a week, . . . . .	37.50
Vocal music:	
Two lessons a week, . . . . .	60.00
One lesson a week, . . . . .	37.50
Use of piano:	
One period daily, . . . . .	4.50
Violin, course of 15 lessons, 1 lesson a week, . . . . .	45.00
Mandolin or Guitar, course of 15 lessons, 1 lesson a week, . . . . .	25.00
Drawing and Painting in Oil or Water-colour, Pastel or Clay Modeling, or Design:	
One lesson a week, one criticism, and daily work, . . . . .	45.00
Laboratory fees:	
Physics, Chemistry, <i>each</i> , . . . . .	2.50
Zoölogy, Botany, <i>each</i> , . . . . .	2.00

Washing (unstarched) per dozen, .40.

Reasonable charge will be made for care from the nurse, for meals in room, for extra light, and for breakage, or damage to furniture or premises.

Bills for extra studies are payable within three weeks of the semester beginning.

Books and stationery may be obtained at the Academy, for which bills will be rendered at the close of each term.

*It is understood that parents or guardians, by entering a student, accept the terms as stated above.*



## Scholarship Foundations

Abbot Academy possesses scholarship funds aggregating over Fifty-Three Thousand (\$53,000) Dollars.

These scholarships are administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship, . . . . .	\$1000.
The Brewster Scholarship, . . . . .	1000.
The French Scholarship, . . . . .	1000.
The New Hampshire Scholarship, . . . . .	1000.
The Draper Scholarship, . . . . .	1000.
The Minnie E. Lewis Scholarship, . . . . .	1000.
The Abby W. Boyd Scholarship, . . . . .	1000.
The Rice Scholarship, . . . . .	1000.
The Rufus S. Frost Scholarship, . . . . .	1000.
The Nancy J. Haseltine Scholarship, . . . . .	2000.
The Mary A. Richards Scholarship, . . . . .	400.
The Faith Scholarship, . . . . .	700.
The Phebe Fuller McKeen Scholarship, . . . . .	2500.
The Andover or Coburn Scholarship, . . . . .	2000.
The John Cornell Scholarship, . . . . .	3000.
The Frieda Gerlach Billings Scholarship, . . . . .	7500.
The Timothy Augustus Holt Scholarship, . . . . .	26000.

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## Enrollment of Students

Boarding Pupils . . . . .	63
Day Pupils . . . . .	42
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Total . . . . .	105
Pupils in Painting and Drawing . . . . .	5
Pupils in Music . . . . .	26
Vocal . . . . .	8
Piano . . . . .	17
Violin . . . . .	1

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## Distribution by States and Territories

Massachusetts, sixty-seven; New York, seven; New Jersey, five; Connecticut and New Hampshire, each four; Pennsylvania, Illinois and Nebraska, each three; Maine, Vermont, and Tennessee, each two; Michigan, Wyoming and Hawaii, each one.

## Abbot Academy Clubs

The Abbot Academy Club has regular winter meetings at Boston, and welcomes all old scholars and friends. Abbot Academy Clubs have also been formed in New York City, Detroit, Michigan, and in Chicago, Ill. Information about these clubs may be had by addressing Abbot Academy, Andover, Mass.

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## Alumnae Association

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by instalments within five years. This body-guard helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.

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## History of Abbot Academy

A History of Abbot Academy, Annals of Fifty Years, from 1829 to 1879, was written by the Misses McKeen, at the desire of the Trustees. It is a record of important incidents in the founding and growth of the School, embodying recollections of every period from the beginning. It contains a full report of the Semi-Centennial Celebration, in 1879, and is illustrated by views of the Academy buildings and grounds. Any orders sent to W. F. Draper & Co., Publishers, will be promptly attended to. Price for the edition containing eight illustrations, \$3.00; with one illustration, \$2.00.

A few months before her death, Miss McKeen completed the Sequel to Annals of Fifty Years, A History of Abbot Academy, from 1879 to 1891,—the close of her thirty-three years' administration. Copies will be mailed, post-paid, on receipt of the price, \$2.25.

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## The Abbot Courant

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school. Price, per year, \$1.00.

ABBOT ACADEMY  
CATALOGUE OF STUDENTS  
1910-1911

## Senior Class, 1910-1911

Marion Vose Bemis	Springfield
Dorothy Elizabeth Bigelow	Worcester
Persis Edson Bodwell	Lynn
Helen Mills Copeland	Newton Centre
Margaret Olive Copeland	Newton Centre
Olivia Coleman Flynt	Monson
Marian Rhoda Green	New Milford, Conn.
Maud Caroline Gutterson	Winchester
Mary Helena Hall	New Britain, Conn.
Borghild Hoff	Upper Montclair, N. J.
Miriam Howard	Hyde Park
Frances Huselton	Butler, Penn.
Rebecca Hardwick Newton	Brookline
Katharine Lewis Ordway	Winchester
Frances Mary Pray	Bristol, N. H.
Jessie Noble Wightman	New Britain, Conn.
Corinne Willard	Detroit, Mich.

## College Preparatory Senior Class, 1910-1911

Marion Brown	Lawrence
Charlotte Elizabeth Gowing	Lawrence
Edith Harriet Johnson	Andover
Bessie May Rand	Haverhill
Lillian Walworth	Lawrence
Henrietta Owen Wiest	York, Penn.

## Senior Class, 1911-1912

Catherine Parmele Atwood	Lincoln, Neb.
Helen Ingersoll Cram	Newton
Ruth Draper	Enosburg Falls, Vt.
Eva Abbott Erving	Andover
Mary Louise Erving	Andover
Agnes Winifred Fairchild	Glen Ridge, N. J.
Alice Hale Hazlewood	Haverhill
Dorothy Simpson	York Harbor, Me.

## College Senior Class, 1911-1912

Florence McDowell Bliss	Sharon Hill, Penn.
Mildred Carolyn Chutter	Littleton, N. H.
Alice LeSueur Harsh	Nashville, Tenn.
Frances Lincoln	Montclair, N. J.
Barbara Moore	New Britain, Conn.

## Senior Middle Class, 1911-1912

Mary Bradford	Burlington, Vt.
Doris Brown	Malden
Cornelia Williams Crittenden	Lincoln, Neb.
Helen Mowry Danforth	Chicago, Ill.
Olga Marie Erickson	Boston
Edna Mae Francis	Andover
Marion Priscilla Gould	Lawrence
Priscilla Vernon Greenwood	Newtonville
Helen Douglas Hart	Cheyenne, Wyo.
Edith Colwell Kendall	Andover
Abbie Maria Laton	Nashua, N. H.
Dorothy Bacon Lawson	Melrose Highlands
Ruth Elizabeth Niles	Newton
Mary Frances Sheldon	Lincoln, Neb.
Helen Vail	Poughkeepsie, N. Y.

## College Senior Middle Class, 1911-1912

Mary Rutherford Harsh	Nashville, Tenn.
Helen Whitmarsh Hersey	Hingham
Mildred Amy Horne	Honolulu, T. H.
Dorothy Caroline Perkins	Newark, N. Y.
Ethel Lettie Rand	Haverhill
Elsie Whipple	Andover

## Junior Middle Class, 1911-1912

Marion Paradise Barnard	Andover
Elisabeth Poole Bartlett	Andover
Dorothy Bennett	Beverly
Jenness Alma Betts	Brooklyn, N. Y.
Anna Boynton	Norwood, N. Y.
Bessie May Bryant	Washington, N. J.
Marion Clark	Andover
Lillian Frances Conroy	Andover
Elsie Grosvenor Gleason	Andover
Helen Elizabeth Hamblet	Lawrence
Helen Doris Hanscom	Lawrence
Elizabeth Mary Hincks	Andover
Elizabeth Margaret Johnson	Andover
Laura Northey Marland	Ballardvale
Mary Sophia Peters	Andover
Alice Ernestine Pitman	Andover
Elizabeth White Preston	Portsmouth, N. H.

Emily Louise Prue  
Catherine Stewart Vail  
Edith Lorna Wade  
Marion Willis

Andover  
Poughkeepsie, N. Y.  
Andover  
Medford

### Junior Class, 1911-1912

Elizabeth May Allen  
Eleanor Wilder Bartlett  
Phyllis Brooks  
Anna Brown  
Eleanor Johnson Hale  
Gladys Abbot Walker Higgins  
Emma Estelle Holt  
Catherine Cushman Leach  
Elizabeth Frye Leach  
Helen Lewis  
Helen Dolores McCarthy  
Hazel Norcross  
Margaret Lewis Perry  
Katharine Elizabeth Selden  
Gertrude May Shackleton  
Esther Sheldon  
Olga Louise Sjöström  
Bertha Wessel

Andover  
Andover  
Andover  
Wrentham  
Lawrence  
Andover  
Andover  
Brookline  
Brookline  
Andover  
Lawrence  
Worcester  
Brookline  
Lawrence  
Lawrence  
New York, N. Y.  
Lawrence  
Lawrence

### Unclassified

Margaret Heaton Baker  
Marjorie Augusta Fitch  
Genevieve Forrest  
Belle Mayer  
Carrie Augusta Morang  
Helen Stephens  
Margaret Strong  
Katherine Trumbull Thomas  
Margaret Clara Wilkins

Newtonville  
Bridgewater  
Lawrence  
Chicago, Ill.  
Ellsworth, Me.  
Ithaca, N. Y.  
Newtonville  
Morristown, N. J.  
Chicago, Ill.

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### Pupils in Music

#### Vocal

Catherine Parmele Atwood  
Margaret Heaton Baker  
Helen Ingersoll Cram  
Olga Marie Erickson

Marian Rhoda Green  
Frances Huselton  
Elizabeth White Preston  
Margaret Clara Wilkins

## Piano

Marion Paradise Barnard	Dorothy Caroline Perkins
Mary Bradford	Margaret Lewis Perry
Cornelia Williams Crittenden	Frances Mary Pray
Helen Mowry Danforth	Dorothy Simpson
Ruth Draper	Olga Louise Sjöström
Priscilla Vernon Greenwood	Catherine Stewart Vail
Carrie Augusta Morang	Helen Vail
Hazel Norcross	Henrietta Owen Wiest
Jessie Noble Wightman	

## Violin

Marion Priscilla Gould

## Pupils in Drawing and Painting

Priscilla Vernon Greenwood	Carrie Augusta Morang
Alice Hale Hazlewood	Margaret Strong
Marion Willis	

THE ANDOVER PRESS



Full name and address of applicant.

Does she wish lessons in special drawing or painting?

Full name and address of parent or guardian.

Does she wish a room-mate?

Date of applicant's birth.

What is the condition of her health?

What schools has she attended? what was the last school attended, and for how long? Is she a graduate of any?

What church does she attend?

For what course does she apply?

Is she a member of any church?

Does she wish to study music?

Address of persons to whom reference may be made.

## Application Blank

Full name of applicant

Date of application

## Application for Admission

to

Abbot Academy, - - Andover, Mass.

..... 1911.

Application is hereby made for the admission of my  
.....as a student at Abbot Academy, for the school  
year beginning September....., 1911, on the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1911-1912. Conformity to the regulations of the Academy  
is promised, and I agree that my.....shall be  
punctual in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian.

This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

MISS EMILY A. MEANS,  
Principal.

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
<b>HISTORY :</b>				
Ancient				
English				
Mediæval				
Modern				
American				
<b>SCIENCE :</b>				
Zoölogy				
Botany				
Geology				
Astronomy				
Physics				
Laboratory work				
Chemistry				
Laboratory work				
Physiology				
Physical Geography				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
MATHEMATICS:				
Algebra				
Geometry				
LATIN:				
Grammar and Reader				
Caesar				
Virgil				
Cicero				
Advanced Latin				
Prose Composition				
GREEK:				
Grammar and Reader				
Anabasis				
Homer				
Prose Composition				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
FRENCH :				
Grammar				
Authors read				
GERMAN :				
Grammar				
Authors read				
ENGLISH :				

## Credential Blank

Name of Student

Abbot Academy  
Andover, Mass.

## Credential Blank

1911.

TO MISS EMILY A. MEANS,

Prin. Abbot Academy, Andover, Mass.

I hereby certify that Miss.....  
has not only studied but satisfactorily completed the subjects  
which I have indicated in the following list.

.....  
Signature of Principal.

.....  
Name of School.

(Please indicate also any subjects with which she was credited upon  
entrance to your school.)

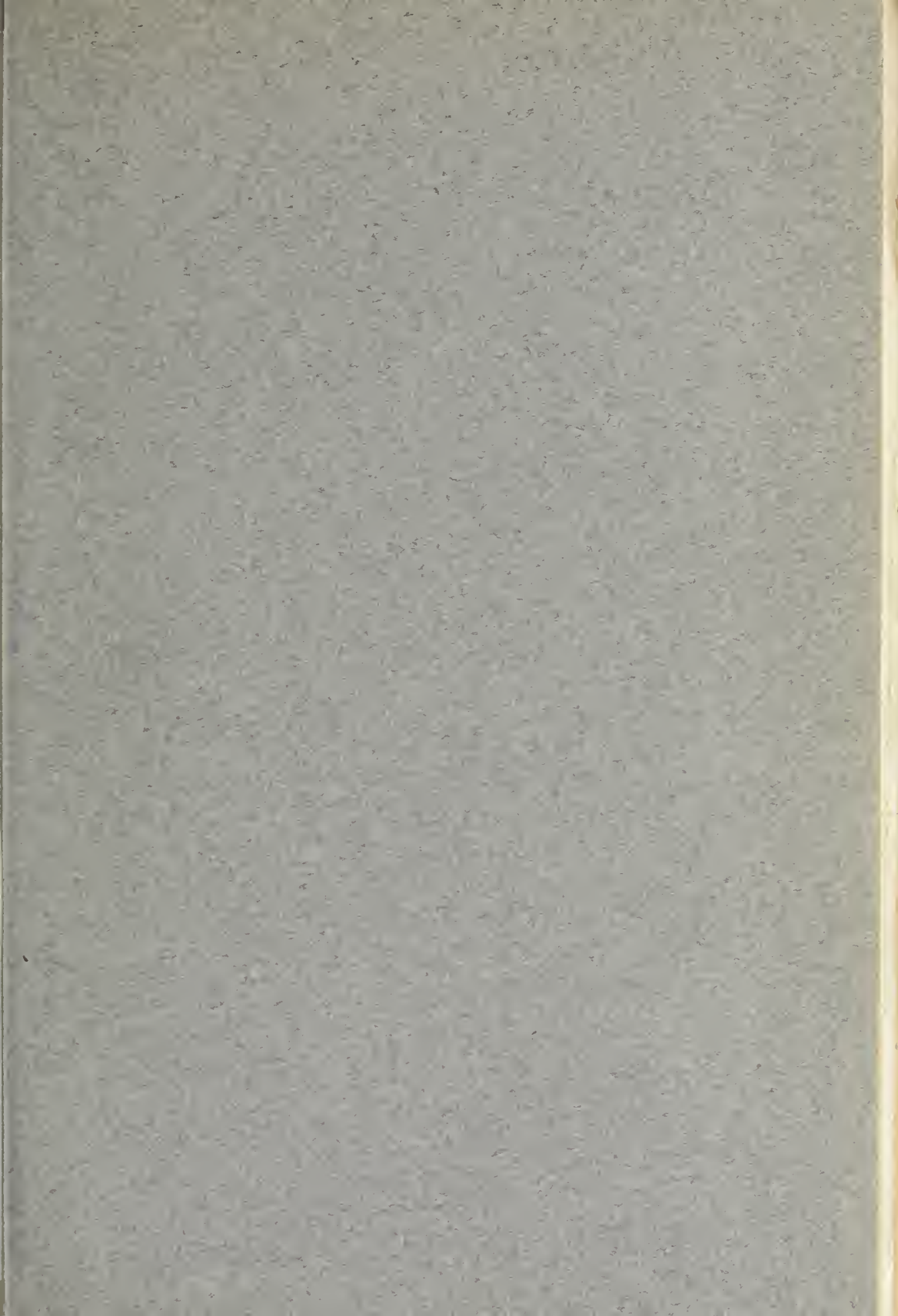
Have the following subjects been completed as required for  
entrance to High Schools :

English

Geography

Arithmetic

U. S. History and Constitution







# ABBOT ACADEMY

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ANDOVER  
MASSACHUSETTS

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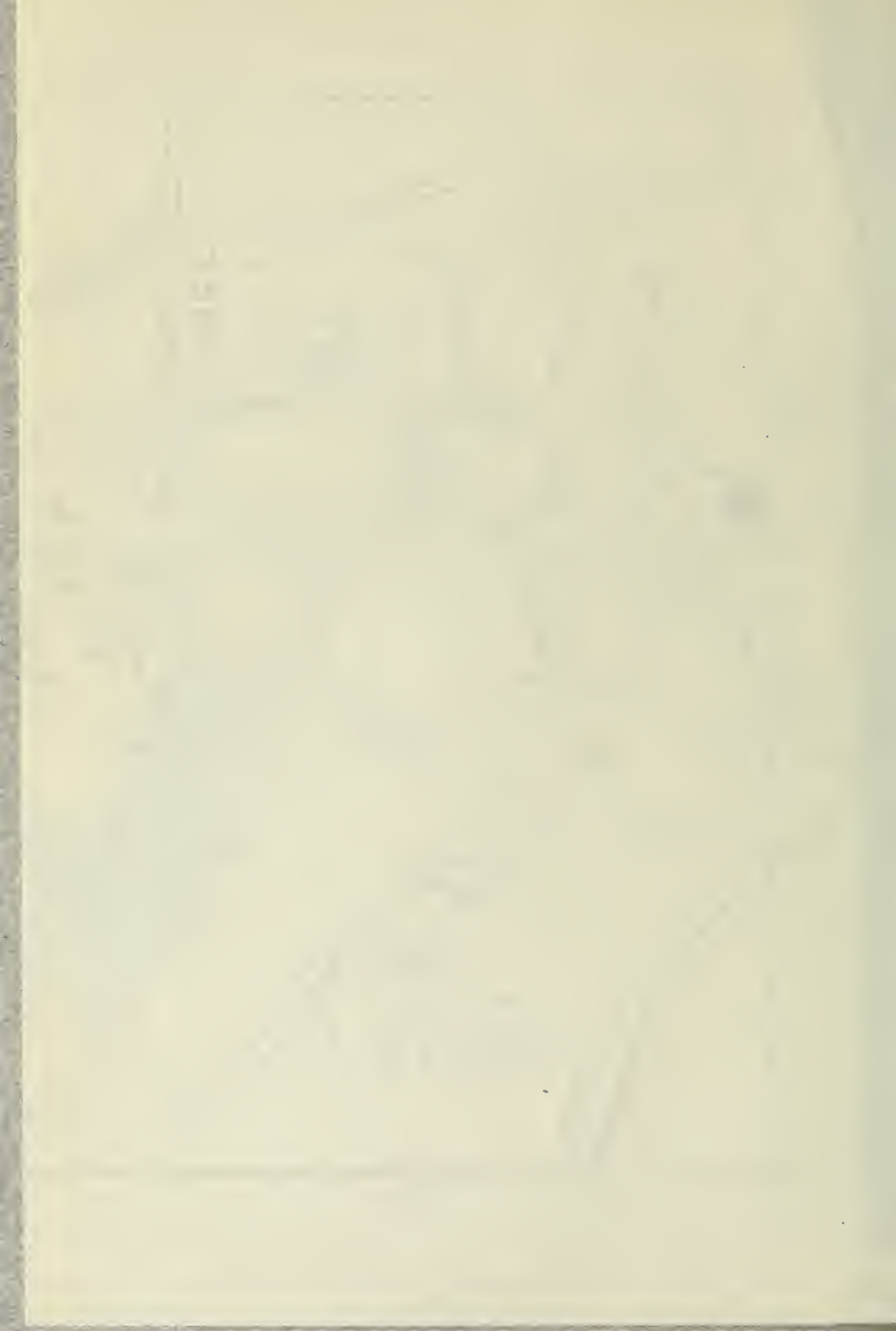
JANUARY, 1912

THE EIGHTY-THIRD YEAR

















McKEE MEMORIAL HALL

ABBOT ACADEMY

ANDOVER, MASS.

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CIRCULAR  
OF  
INFORMATION  
FOR  
1912—1913

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ANDOVER

1912

# Calendar

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## 1912

January 4, Thursday, 9 A.M.	Winter term begins.
January 30, Tuesday	First semester ends
February 1, Thursday,	Second semester begins
February 22, Thursday,	Holiday
March 26, Tuesday,	Winter term ends
	Spring Vacation
April 11, Thursday, 9 A.M.	Spring term begins
May 30, Thursday,	Holiday
June 11, Tuesday,	School year ends
	Summer Vacation
September 19, Thursday, 9 A.M.	Fall term begins
November 26, Tuesday, 3 P.M. until	Nov. 29, 6 P.M. Thanksgiving recess
December 17, Tuesday	Fall term ends
	Christmas Vacation

## 1913

January 9, Thursday, 9 A.M.	Winter term begins
February 4, Tuesday,	First semester ends
February 6, Thursday,	Second semester begins
February 22, Saturday,	Holiday
March 25, Tuesday,	Winter term ends
	Spring Vacation
April 10, Thursday, 9 A.M.	Spring term begins
May 30, Friday,	Holiday
June 17, Tuesday,	School year ends

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Baccalaureate Sermon, 1911,  
 REV. EDWARD MORTIMER CHAPMAN  
 of Old Lyme, Connecticut.

Address, 1911.  
 JOHN GRAHAM BROOKS, Esq., of Cambridge.

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The Anniversary Address will be given at the South Church on Tuesday, June 11, 1912, by The Reverend William Wallace Fenn D.D., Bussey Professor of Theology and Dean of the Faculty of Divinity, Harvard University, Cambridge.

The Baccalaureate Sermon to the class of 1912 will be preached at the same place, Sunday, June 9, 1912, by Rev. Raymond Calkins D.D., of Portland, Maine.







ABBOT HALL

# Trustees

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Mathematics.

Psychology, Ethics, Christian Evidences (1911-1912)

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FREDERIC A. BOSLEY,

Drawing and Painting.

\* On leave of absence, September 1910-January 1912.

\*\* On leave of absence, 1911-1912.

† Substitute, September 1910-January 1912.

‡ Substitute, 1911-1912.

Mlle. LEONTINE GALLEE,  
French Conversation.  
EDITH LANCASTER GUTTERSON,  
Secretary to the Principal, Librarian.  
HELEN GAY PRATT, A.B.,  
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PHILANA McLEAN,  
In Charge of Draper Hall.  
EDITH H. ALDRED, Boston City Hospital,  
Resident Nurse.  
JANE BRODIE CARPENTER, A.M.,  
Keeper of Alumnae Records.

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## Lectures and Readings

March 1911—February 1912

MR. SEUMAS McMANUS,  
Irish Folk-lore and Fairy Tales.  
PROF. JOHN TYLER,  
The Development of Vertebrate Life.  
MISS EDITH E. INGALLS,  
Westminster Abbey and The Coronation.  
MISS MARIA S. MERRILL,  
Readings from Drummond, the Canadian Poet.  
DR. C. L. BABCOCK,  
Delphi and Apollo's Shrine.  
DR. RICHARD C. BURTON,  
Dickens as a Moral Force.

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## Concerts

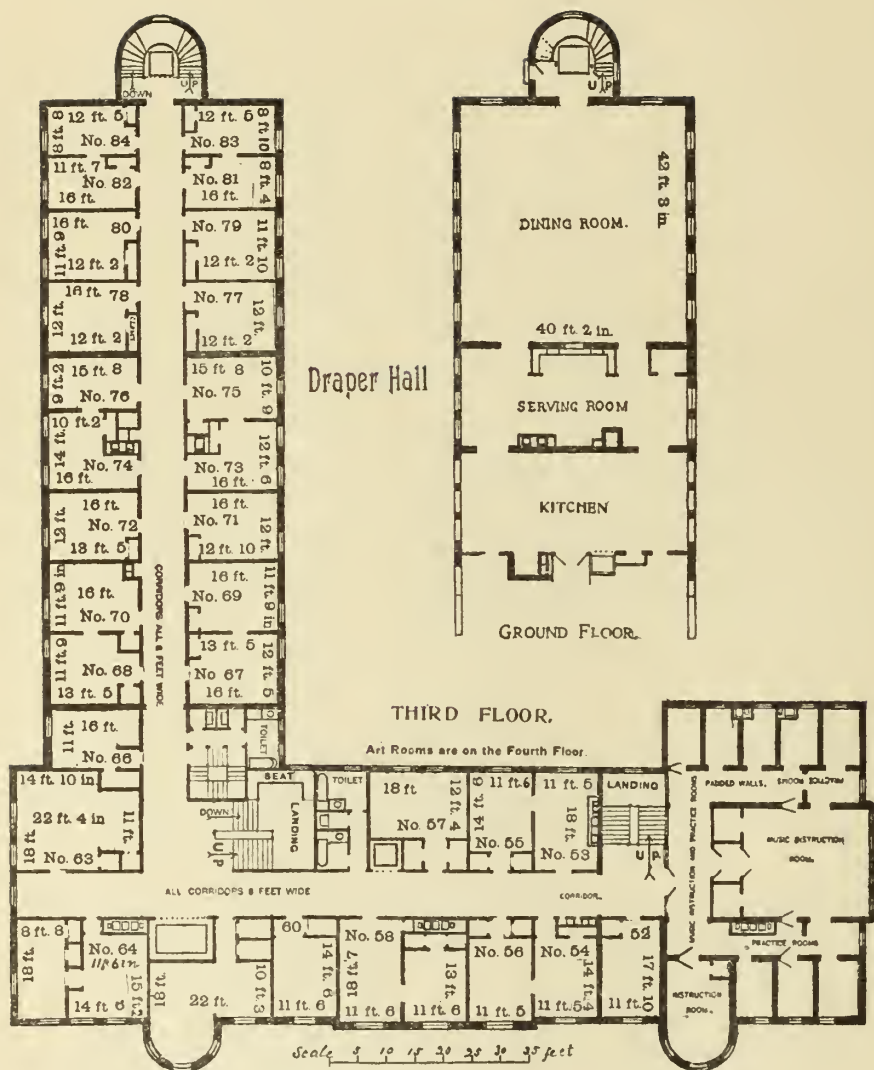
MR. ERNST PERABO, piano. THE KNEISEL QUARTET.  
MR. ALWIN SCHROEDER, 'cello. Miss LILLA ORMOND, soprano.

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## Speakers

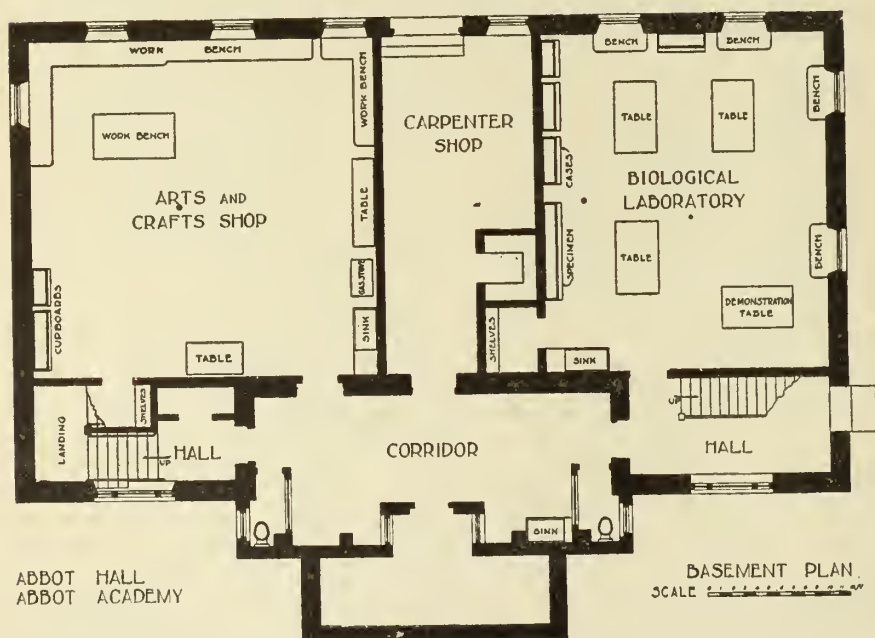
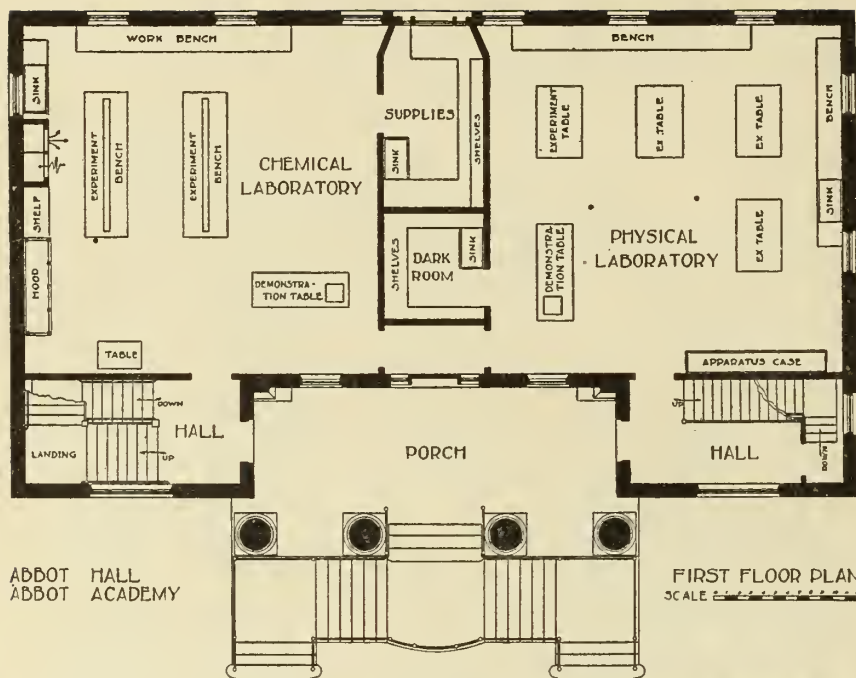
MISS MAY PRESTON	MR. EDWARD H. HUME
REV. N. VAN DER PYL	PROF. E. Y. HINCKS
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REV. CYRUS P. OSBORNE	REV. MR. LOMBARD
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DR. FREDERIC PALMER	PRIN. ALFRED E. STEARNS
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REV. JOSEPH C. ROBBINS	PRES. W. H. P. FAUNCE

Miss BEATRICE M. GAIR



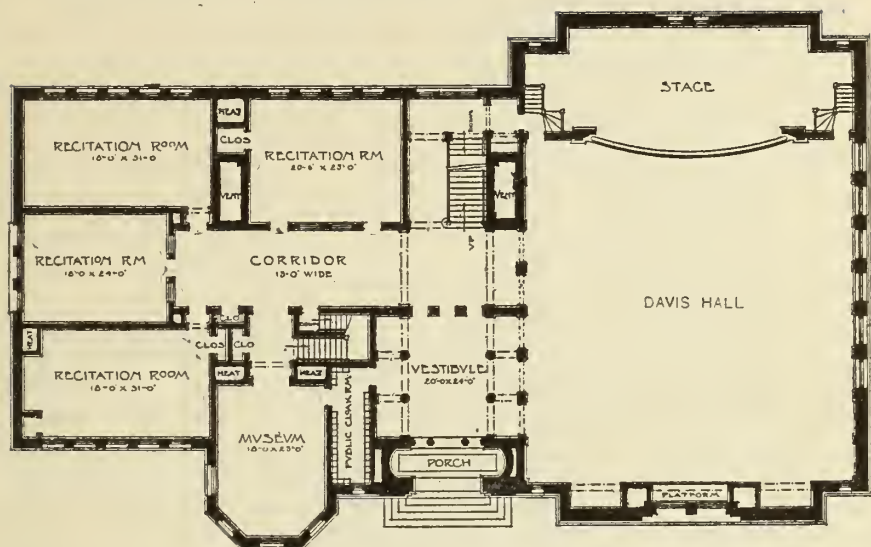






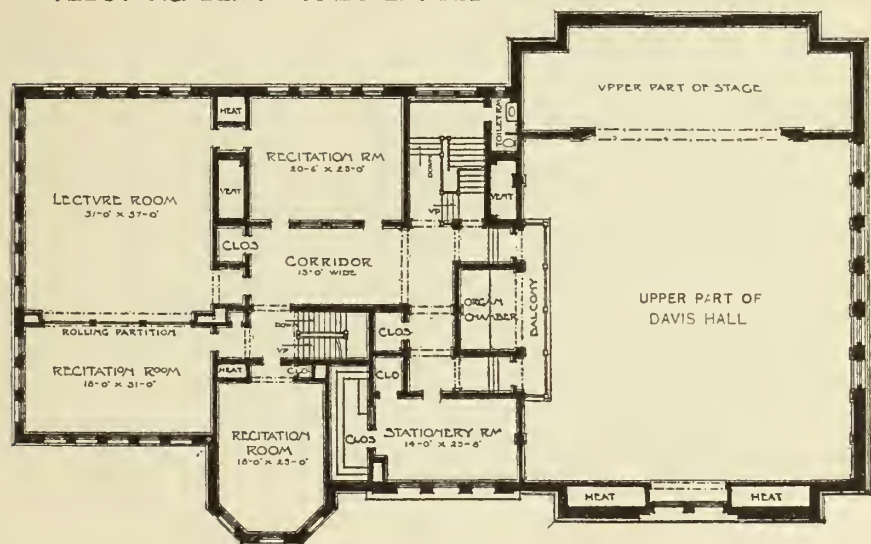


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



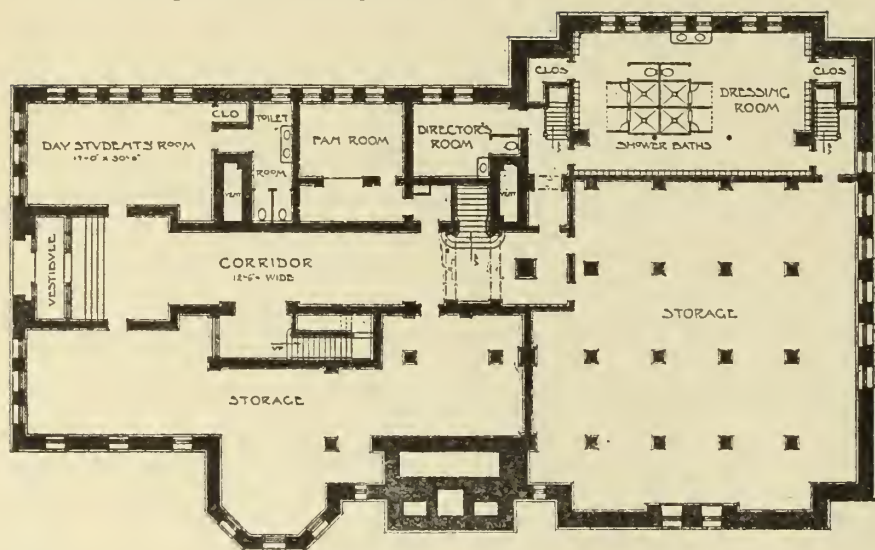
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McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.

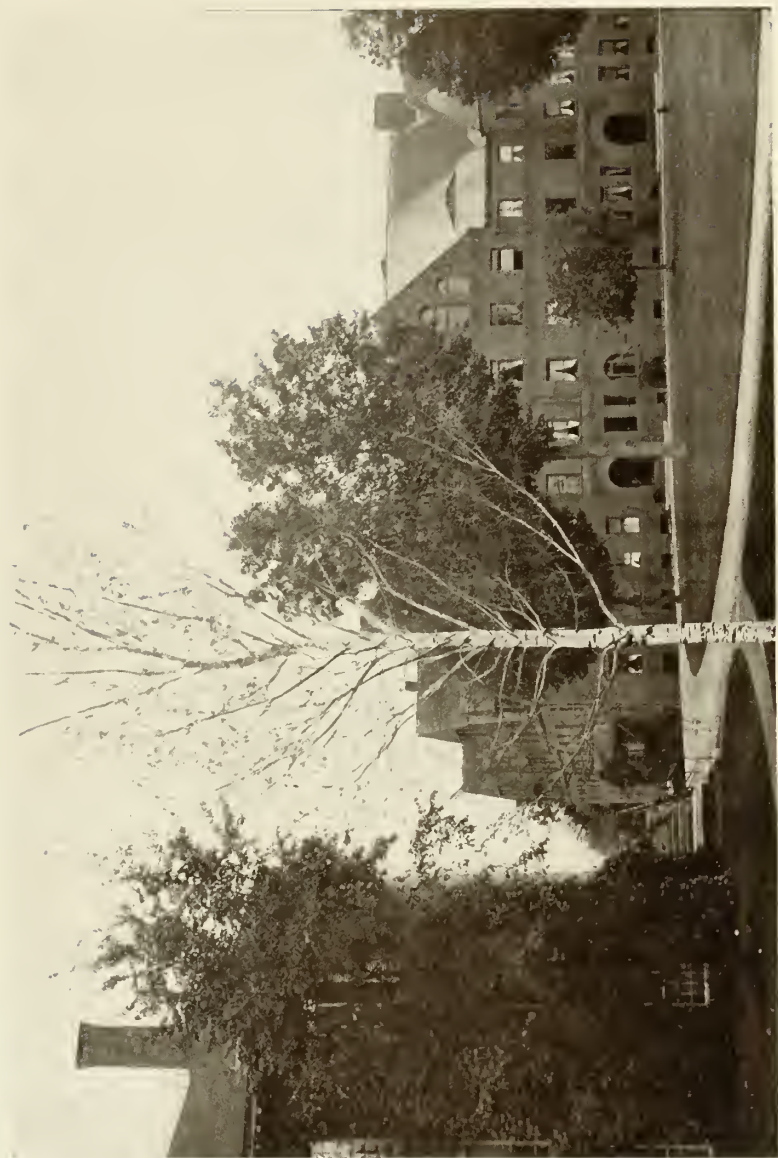


~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



- PLAN OF BASEMENT -



DRAPER HALL



# Abbot Academy

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**A**BBOT ACADEMY was founded in 1829, the first incorporated school in New England for the education of young women alone. Its purpose has always been to cultivate an earnest Christian character in girls, by broad and thorough scholarship, and by the strong personal influence of its teachers; and to prepare them for healthy, useful lives.

Andover has been for more than a century a centre of educational interests, and its schools draw many distinguished and learned people to visit and instruct. The soil, water, and climate of the town are excellent. Boston is within twenty-three miles on the Boston & Maine R. R., and pupils may attend such concerts, lectures, and plays as are recommended by the school, and may visit museums both there and in Cambridge. The school has twenty-three acres of grounds with lawns and walks, a fine grove of oaks, and plenty of room for the various outdoor games.

The McKean Memorial Hall contains a fine audience room, memorial to Hon. George L. Davis, which is used for entertainments and as a gymnasium. Below the gymnasium are dressing rooms with shower-baths, and a room for the physical director. The rest of the building has large class rooms, with the best modern arrangements for ventilation, heating and lighting.

Abbot Hall contains the old assembly room, the observatory, fine laboratories for Chemistry, Physics, Biology and Geology, and a laboratory to be used for instruction in cooking, sewing, or such work in handicraft as may be called for.

Draper Hall, besides the dormitories and parlours, has separate floors for Music and Art, a well-lighted Reading Room and large Library, a large sitting room for students, and a sunny

dining-room. At separate tables in the dining-room French and German are spoken for practice by pupils who study these languages. The house is admirably ventilated, lighted by electricity, and is heated by a central outside plant. The facilities for protection from fire exceed the requirements of the fire inspector. The greater number of rooms in this building are *en suite*, allowing two rooms, a parlour and bedroom, for two pupils. There are a few rooms for two persons, and several rooms for one. Each pupil has a single bed, a bureau, large closet, and all toilet conveniences. On each floor are bath and toilet rooms fitted with the best modern fixtures.

The John-Esther Gallery, a fire-proof building, contains a collection of oil paintings by well-known artists, bronzes and carvings. It has a beautiful exhibition hall arranged after the latest approved methods of lighting, and is open for frequent study.

A new building in the process of erection, to be completed in the spring of 1912, will be used as a school laundry. It will be fitted with modern electric apparatus for laundry work, and will also contain the electric light plant.

The Academy library, of over eight thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of the Bible, Philosophy, English, French and German Literature, History, Science and Art. New books are constantly added to every department. Students may use the library at all times, as well as the reading room, where they will find the leading magazines, reviews, and religious and secular newspapers.

## Application

The application and credential blanks in the end of the catalogue should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral







JOHN-ESTHER GALLERY — ABBOT HALL



character. Information about previous condition of health, or any other conditions which may be helpful in arranging for the welfare of the pupil, should be sent with the application. *The engagement is understood to be completed for the year when the application is filed at the school; and in case of illness or family circumstances which may prevent the fulfilling of the engagement, word should be sent to the principal at once. Places engaged in the school at the beginning of each year are understood to be taken for the whole year, and those who place pupils under our care are understood to accept the conditions defined in this circular. All must be prompt and regular in attendance.*

A statement of the standing of each student in class work and in conduct is sent to her parents or guardian at the end of each semester.

### Admission

English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. Those who enter the preparatory year in the regular course will study Algebra and Latin I., and for admission to the Junior year these studies must have been completed. The regular course requires at least four years after the preparatory year, but more time must be given if Music or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. No examinations at entrance are required except for work above the Junior Middle year; for other work credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College students should bring credentials from certified schools and must accept our requirements for college work.

All studies will be *assigned according to the judgment of the principal*, with reference to the requirements of the school, and the aim of the pupil.

## General Information

Prompt attendance at the beginning of each term is necessary because the first instruction is usually the key-note of all the coming work, and the teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand, nor anything but what is imperative, should be allowed to call a student from her duties. Too frequent absences at home or elsewhere divert the thoughts, make the pupil restless and are too fatiguing to be advisable. Dentistry, shopping and dressmaking should be attended to during vacation. Parents are requested to plan to have these matters finished before their daughters are sent to school.

Permission for visits to be made or received on Sunday may not be requested; and absences on that day will only be granted on account of illness at home, or for some equally important occasion. Attendance at morning service is required. Parents or guardian who wish pupils to attend Christ Church (Episcopal) must designate that at the *time of entrance*, and are expected to pay for seats there; all others attend the South Congregational Church where free sittings are provided for the school.

The weekly recreation time is from Tuesday after half after three, to Wednesday afternoon at half after five o'clock. Visits from friends may be received on Wednesday and out of study hours on other days. Absences may be permitted by the principal, not oftener than once a fortnight. A list of persons from whom calls may be allowed should be prepared by the parents and sent to the principal at the beginning of the year. Correspondence should be governed by the parents and should not be large. There is not time for writing many letters if the school work is to be good.

The pupils come and go freely in the town without chaperon, but on public and social occasions they are accompanied by teachers. In small parties they are permitted to go for shopping or visiting to Boston or to other neighboring cities, but if to attend any public entertainment, they must provide a chaperon satisfactory to the principal.

One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

Gifts of eatables, except fruit, are not the kindness intended. They encourage the habit of irregular eating which is the cause of much sickness in schools. We do not take charge of the incidental expenditure of the pupils, but we advise parents not to supply their daughters with much spending money. It encourages extravagance and forms poor habits of financial responsibility.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations, which are made for the good of the pupils. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered. Accommodations for parents and friends who visit the school can usually be found near the Academy.

### **Special Information**

Each young lady furnishes her own towels, six sheets and six pillow cases (20 x 32 inches) for her single bed and an extra pair of blankets. She should have thick shoes, rubbers, water-proof cloak, an umbrella, and a wrap to use in going from one building to another. She should also have two

clothes-bags, clearly marked with her name, a shoe bag and a scrap basket. Every article of clothing should be *distinctly marked with her full name*. Except for sweeping, pupils have the care of their own rooms. Picture mouldings are in all the rooms and everything on the walls must be hung from them. Easy chairs or *platform* rocking chairs, and desks may be added to the furniture of the rooms, but no larger articles; nor may anything now in the rooms be displaced. Such things as a table cover, a bureau cover, pictures and cushions make the room home-like. Simple rugs, or carpets may be found in the town and furniture may be hired there. Room-mates may arrange these matters according to their own convenience. The occupants of each room will be held responsible for all damage in their room.

# CHART

PREPARATORY.	<i>First Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				PREPARATORY.
	<i>Second Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				
JUNIOR.	<i>First Semester</i>	Latin II. (c) Greek I. (c) (5)	French I. (c) German I. (c)	Geometry (c) (4)	English II (4)	History I (c) (4)			JUNIOR.
	<i>Second Semester</i>	Latin II. (c) Greek I. (c) (5)	French I. (c) German I. (c) 4 or 5	Geometry (c) (4)	English II (4)	History I (c) (4)			
JUN. MIDDLE	<i>First Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c)	Solid Geometry (4)	English III College Eng. I (3)	History II (c) (4)	Chemistry or Physics (c)	Zoölogy	JUN. MIDDLE.
	<i>Second Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c) 4 or 5	Trigonometry (4)	English III College Eng. I (3)	History II (c) (4)	Chemistry or Physics (c) 5 to 8	Zoölogy (cont) or Botany (4)	
SEN. MIDDLE	<i>First Semester</i>	Latin IV. (c) Greek III. (c) (5)	French III. (c) German III. (c)	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry	Astronomy or Qual. Analysis (4)	SEN. MIDDLE.
	<i>Second Semester</i>	Latin IV. (c) Greek III. (c) (5)	French III. (c) German III. (c) 4 or 5	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry (cont) or Botany 5 to 8	Geology (4)	
SENIOR.	<i>First Semester</i>	Latin V. Greek IV.	French IV. German IV.		English V (2) Literature (4)	History IV *Special periods of History (2)	Psychology Ethics Theism Christian Evidences (4)	Political Economy (4)	SENIOR.
	<i>Second Semester</i>	Latin V. Greek IV. (4)	French IV. German IV. (4)		English V (2) Literature (4)	*History of the Fine Arts (2) *Throughout year			

This chart shows the subjects offered, from which the student may select courses to meet the requirements for graduation as stated on page 20.  
College preparatory students must select their courses from this schedule according to the requirements of the college which they propose to enter. (c) denotes that the course meets college requirements.

One recitation per week in Bible and Elocution is required of every student.

The numbers refer to number of recitations per week.

English is required throughout the course.



# Courses of Study

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The chart gives an outline of the studies taught, from which the different courses are arranged.

## College Preparatory Course

The College preparatory course meets the requirements of the leading colleges for women, and the school has full certificate privileges to Smith, Mt. Holyoke, Wellesley and Vassar Colleges. A diploma will be given to those who receive a full certificate of admission to these colleges and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the principal. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the college course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the fact that the colleges require certain subjects to be completed within a definite time before entrance. For the best arrangement of work it is important that the choice of a college should be made early in the course.

## Academic Course

The regular Academic Course may be Literary, Classical or Scientific. In order to enter the Academic course with a view to graduation the student must have had English Grammar, Arithmetic, Geography, Algebra, United States History, and one year of Latin.

In order to graduate, twelve full courses, exclusive of English, Bible and Elocution must be taken. Two semesters constitute one full course.

The twelve courses must include the following:—Language, three; Mathematics, one; History, two; Physics or Chemistry, one; Literature, two; Philosophy, one.

*One of the courses in language must be Caesar, Bks. I-IV.*

*One of the courses in History must be History IV. (Special periods of History, and History of the Fine Arts.)*

*No account will be taken of less than one year's work in any language.*

Students in the literary course, in addition to Physics or Chemistry, are required to take one half-course in Science.

Students in the Classical course must take Latin and Greek.

Music, or Drawing and Painting may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.







THE PHYSICAL LABORATORY





THE GYMNASIUM

# Departments of Study

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## Latin

The object of the course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

LATIN I.—5 periods a week.

Collar and Daniell, First Year Latin.

*Fabulae Faciles.*

LATIN II.—5 periods a week.

*Caesar*—Books I, II, III.

*Ovid*—Selections.

*Latin Composition*: based on Caesar. Allen and Phillips.

LATIN III.—5 periods a week.

*Caesar*—Book IV.

*Cicero*—Four Orations against Catiline, Manilian Law, The Citizenship of Archias.

*Latin Composition*: based on Cicero. Allen and Phillips.

LATIN IV.—4 periods a week.

*Virgil*: Aeneid, Books I-VI.

*Advanced Composition*—1 period a week.

For students preparing for College, Grammatical Review, Daniell and Brown.

## Greek

5 periods a week.

The work of the first three years corresponds to the usual College preparatory course. It aims to give such familiarity

with inflectional forms, vocabulary, syntax, and the Greek manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The fourth year's work is selected from College courses. The aim is to give a more extended knowledge of Greek Literature through representative masterpieces. The works chosen may vary from year to year.

#### Greek I.

White's First Greek Book.

#### Greek II.

Goodwin and White's Anabasis. Books I, II, III.

Sight translation in the Anabasis.

Pearson's Greek Prose Composition.

Goodwin's Greek Grammar.

#### Greek III.

Benner's "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg's "A Writer of Attic Prose".

Pearson's Greek Prose Composition.

Palmer's Odyssey.

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## French

4 periods a week for academic students.

5 periods a week for college students.

Students are drilled in conversation, dictation, sight-reading, and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once a week the classes are conducted by a native French teacher, and French is required at the dining tables.

## FRENCH I.

*Grammar*—Text-books—Chardenal's French Grammar.

*Composition*—Oral and written translation of the exercises in the grammar.

*Reading*—Books such as the following are read: Snow and Lebon, "Easy French"; Aldrich and Foster, "French Reader"; Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis."

## FRENCH II.

*Grammar*—Text-book—Fraser and Squair, Part II.

*Composition*—Text-book—Fasnacht, "French Prose Composition"; François, "Introductory French Prose Composition."

*Reading*—Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Colomba"; De la Bédollière, "La Mère Michel et son Chat"; Bruno, "Le Tour de la France," Erckmann-Chatrian, "L' Histoire d'un Paysan"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Scribe et Legouvé, "La Bataille de Dames"; Augier et Sandeau, "Le Gendre de M. Poirier."

## FRENCH III.

*Grammar*—Text-books—Fraser and Squair, Part II.

*Composition*—Text-book—François—"Advanced French Prose Composition"; Koren—"Exercises in French Composition."

*Reading*—Books such as the following are read: Loti, "Pêcheur d'Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Corneille, "Le Cid"; Molière, "L'Avare"; Racine, "Athalie"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc."

## FRENCH IV.

(Open only to those of excellent attainment.)



Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a text-book, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers on the periods and men studied are presented in that language.

All text-books are subject to change.

## German

4 periods a week for academic students.

5 periods a week for college students.

### GERMAN I.

*Grammar*—Text-book—Collar's First Year German. Drill on the essentials of German Grammar. Practice of the German script.

*Composition*—Oral and written translation of the exercises in the grammar; later, Harris' German Composition.

*Reading*—Books such as the following are read: Guerber's "Märchen and Erzählungen," Hempl's "The Easiest German Reading," Müller's "Glück Auf," Grimm's "Märchen," Meissner's "Aus Meiner Welt," Betold's German Stories, Stolze's "Bunte Geschichten," "Till Eulenspiegel," Spyri's "Rosenresli," Storm's "Immensee," Heyse's "L'Arrabbiata," Schiller's "Der Neffe als Onkel," Gerstäcker's "Germelshausen."

*Poetry*—Text-book, Wenckebach's "Schönsten Deutschen Lieder."

## GERMAN II.

*Grammar*—Text-book—Collar's First Year German. Review of the Grammar and syntax.

*Composition*—Text-book—"An American in Germany," by E. E. Pattou, Harris' German Composition. These exercises are translated from the English into German orally and then written in German script. Original compositions are required on subjects assigned by the teacher, also written work based on readings, and letters.

*Reading*—Books such as the following are read: Stern's "Geschichten vom Rhein," Jensen's "Die braune Erica," Zschokke's "Der zerbrochene Krug," Fouqué's "Undine," Wildenbruch's "Das Edle Blut," "Neid," Benedix's "Hochzeitsreise," "Der Dritte," Heyse's "Anfang und Ende," Schiller's "Wilhelm Tell," Lessing's "Minna von Barnhelm," Chamisso's "Peter Schlemihl," Hauff's "Lichtenstein."

*Poetry* — Text-book — Wenckebach's *Schönsten Deutschen Lieder.*"

## GERMAN III.

*Grammar*—Text-book—Joynes-Meissner's German Grammar.

*Composition*—Text-book—Pope's German Composition. Original compositions on subjects assigned by the teacher, compositions from text-books, and letters are required.

*Reading*—Riehl's "Fluch der Schönheit," "Burg Neideck," "Scheffel's "Trompeter von Säckingen," "Ekkehard," Freytag's "Die Journalisten," "Aus dem Staat Friedrichs des Grossen," Kleist's "Michael Kohlhaas," Heine's "Die Harzreise," Schiller's "Jungfrau von Orleans," "Gustav Adolf in Deutschland," Goethe's "Iphigenie," "Hermann and Dorothea," "The Vicar of Sesenheim."

*Poetry* — Text-book — Wenckebach's *Schönsten Deutschen Lieder.*"

*Conversation*—Special attention is given that the students may acquire facility in conversation, so that this language becomes to them a living matter. For this purpose Hölzel's *Anchauungs und Sprach-Unterricht* is used. The German tables and the singing of "Volkslieder" also offer a splendid opportunity to this end.

The text-books in all classes are subject to change.

## History

The object of the history courses is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work and by informal lectures.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—4 periods a week.

*First Semester*—Ancient and Grecian History.

*Second Semester*—Roman History.

Text-book—Wolfson, "Essentials in Ancient History."

HISTORY II.—4 periods a week.

*First Semester*—English or American History.

*Second Semester*—English or American History.

Text-books—Cheyney, "Short History of England".

Hart, "Essentials in American History".

HISTORY III.—4 periods a week.

*First Semester*—European History or American History.

*Second Semester*—European History or American History.

Text-book—Harding, "Essentials in Mediaeval and Modern History," Woodburn and Moran, "American History and Government."

HISTORY IV.—4 periods a week.

2 periods a week—Periods of history with special emphasis upon the growth of the Church.

Text-books—Allen, "Outlines of Christian History".

Clarke, "Events and Epochs in Religious History".

Robinson, "History of Western Europe".

2 periods a week—History of Fine Arts.

Text-books—Hamlin, "History of Architecture".

Marquand and Frothingham, "History of Sculpture".

Van Dyke, "History of Painting".

## English

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English Courses is to train the student to work systematically, think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of selected masterpieces.

ENGLISH I.—4 periods a week.

*Word study*—Text-book, Buehler's Practical Exercises in English.

*Composition*—Constant written work; sentence and paragraph structure, simple description and narration, letter-writing, invitations, original work. Text-book, Hitchcock's Enlarged English Composition.

*Literature*—Selected readings. In 1911-1912, these included Ivanhoe; Hawthorne's Twice Told Tales and Bayard Taylor's

“Lars”; Snow-Bound; Vision of Sir Launfal; and Lays of Ancient Rome.

ENGLISH II.—4 periods a week.

*Grammar and Rhetoric*—Text-book, Shackford-Judson Composition and Rhetoric.

*Composition*—One long theme a week, constant written work, in and out of class. Paragraph-structure, description, narration, exposition, letter-writing, versification, reproduction, imitation, original work.

*Literature*—Selected readings. In 1911-1912, these included Coleridge's Ancient Mariner, Gray's Elegy, Goldsmith's Deserted Village, Silas Marner, the Sir Roger de Coverley Papers, selections from Tennyson's Idylls of the King, Tale of Two Cities, Arnold's Sohrab and Rustum, and Merchant of Venice.

ENGLISH III.—3 periods a week.

*Composition*—Paragraph-structure, construction of the theme, principles of the four kinds of writing, the essay, versification. Constant class written work, weekly long themes. Reports of current events. Text-book, Shackford-Judson's Composition and Rhetoric.

*Literature*—Selected readings. In 1911-1912, these included Hawthorne's House of Seven Gables, Stevenson's Treasure Island, Tennyson's Shorter Poems, Midsummer Night's Dream, Scott's Talisman and Marmion, Cranford.

ENGLISH IV.

*Literature*—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long's History of English Literature, and typical masterpieces of the successive periods.

*Composition*—1 period a week. Themes, criticism, versification, study of the novel.





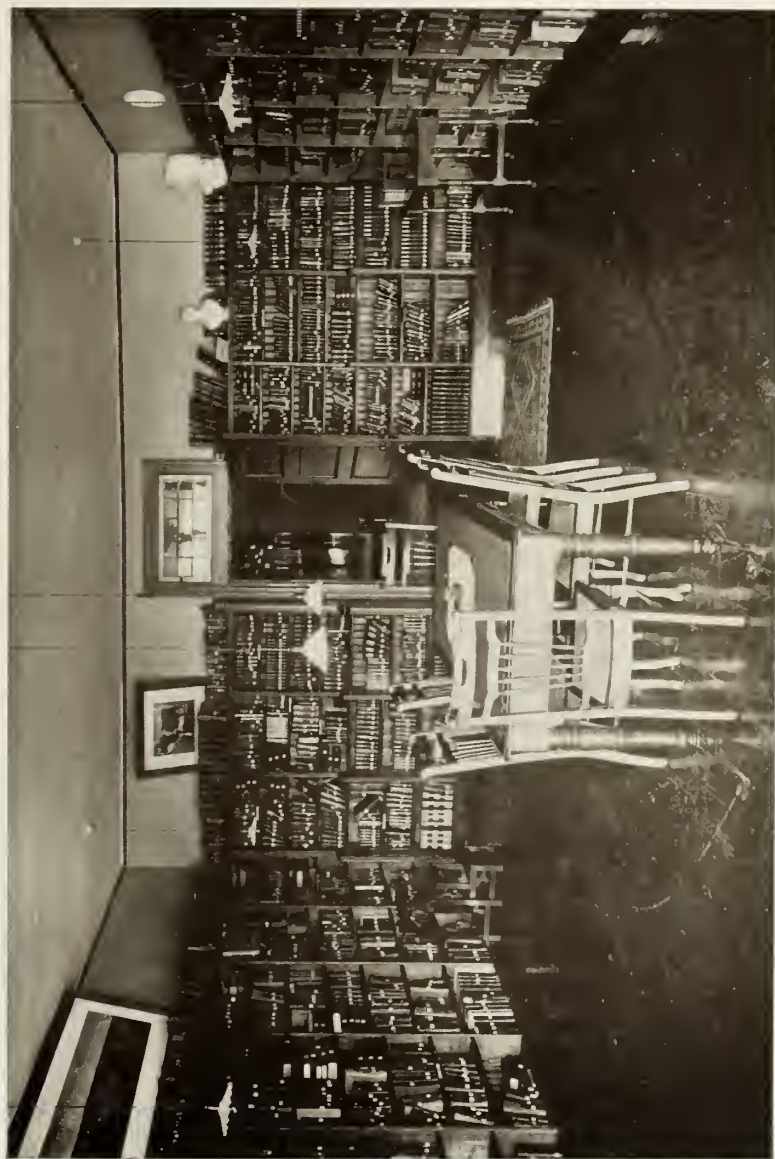
THE PHYSICAL LABORATORY





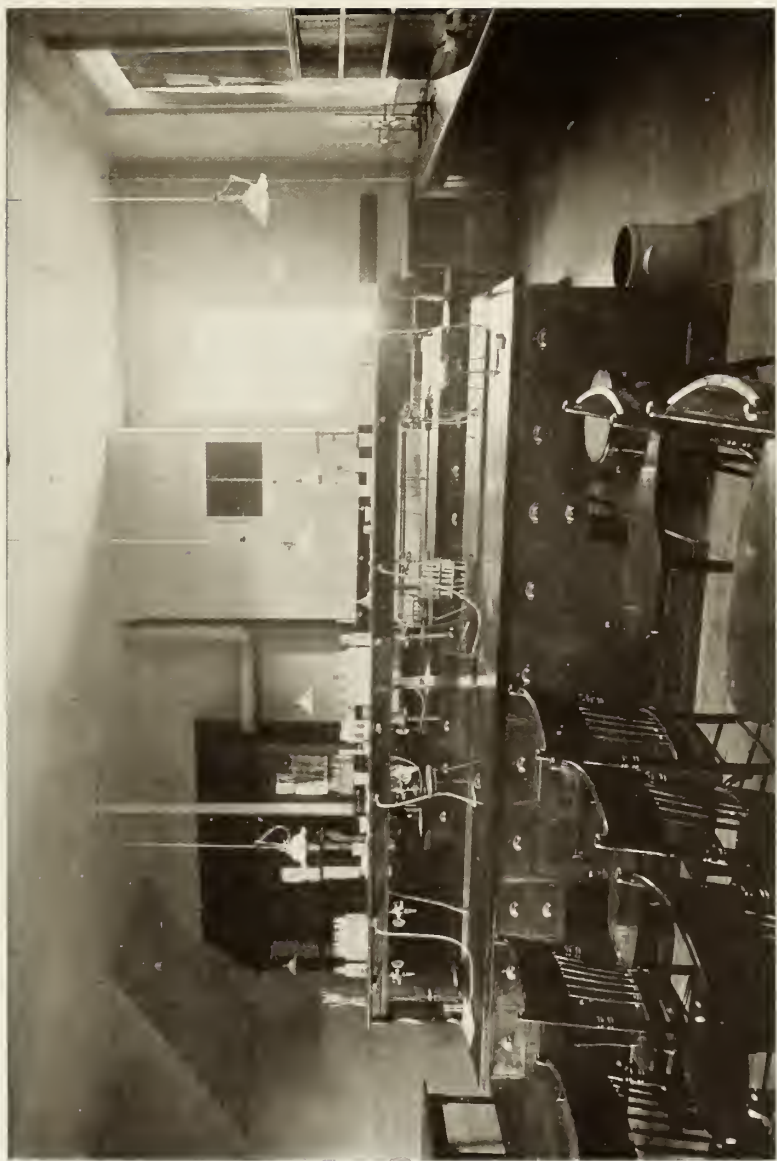


THE GYMNASIUM



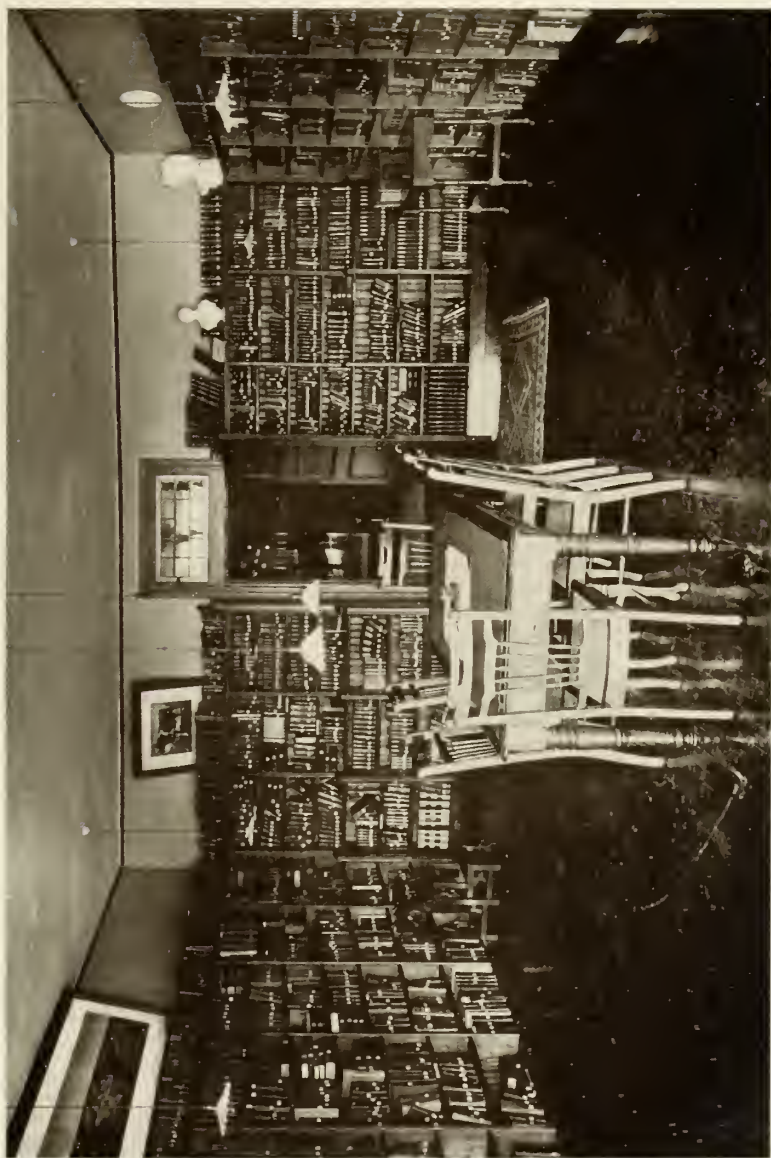
THE LIBRARY





THE CHEMICAL LABORATORY

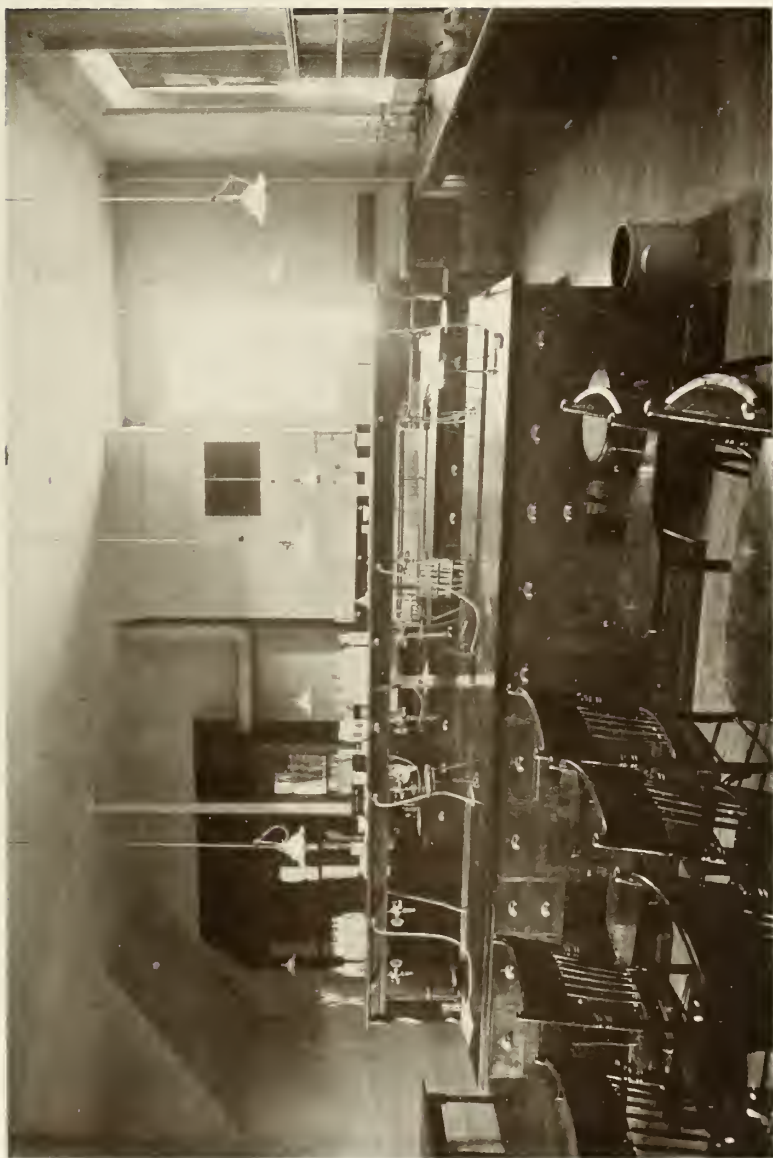




THE LIBRARY







THE CHEMICAL LABORATORY



## ENGLISH V.

*Literature*—4 periods a week.

*First Semester*—A course in general literature, based on the study of typical masterpieces of the nations (in translation).

*Second Semester*—Critical study of the XIX century poets and prose writers.

*Composition*—1 period a week. Criticism, study of the novel (continued), and of contemporary writing.

*Shakespeare*—1 period a week. Study of representative historical plays, comedies and tragedies.

## COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

## Philosophy and Theism

James's Shorter Psychology, Dewey and Tufts' Ethics, Flint's Theism and Row's Christian Evidences are the text-books used in the Senior course.

Modern Scientific Psychology is used as a basis for the study of the ethical and religious development of man's nature.

## Mathematics

ALGEBRA.—5 periods a week.

Elementary course through quadratic equations of one unknown quantity. Required for entrance to the regular courses.

Text-books: Wells; First Course in Algebra; Slaughter and Lennes.

GEOMETRY.—4 periods a week.

Text of the five books of plane geometry.

Exercises for original demonstration, construction, and numerical solution.

Text-books: Wells' Plane Geometry, revised.

Wentworth's Plane Geometry, revised.

Slaught and Lennes.

#### REVIEW MATHEMATICS.

*Plane Geometry*.—3 periods a week, one semester.

*Algebra*.—5 periods a week, one semester.

A review of elementary principles, followed by the more advanced work required for entrance to College.

Both courses required in College Preparatory senior year.

### Science

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well provided with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—5 to 8 periods a week, one year.

A study of the more important non-metals and metals with their principal compounds; practical application of the science to every day life; theories and laws underlying chemical processes; constant practice in the solution of problems; laboratory work under the supervision of the teacher, illustrating properties of the more important elements and compounds studied; several experiments of a quantitative nature.

This course meets the college entrance requirements.

A half course in Qualitative Analysis is open to students who have completed the elementary course.

PHYSICS.—5 to 8 periods a week, one year.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstration, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

Physics or Chemistry as an elective is open to those who are studying or have completed the required year in science.

ASTRONOMY.—4 periods a week, First semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine 5-inch Alvan Clark telescope, equatorially mounted.

Text-books: Young's Elements of Astronomy.

Moulton's Introduction to Astronomy.

GEOLOGY.—4 periods a week. Second semester. Field work.

General survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

ZOOLOGY.—4 periods a week. First semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and adaptations to environment, as illustrated especially by the invertebrates.

Laboratory study, with notes and drawings, of types illustrative of the main subdivisions.

Materials for study, microscopes and necessary instruments are provided for each student.

BOTANY.—4 periods a week. Second semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading groups.

## Drawing

The course includes drawing in black and white, pastel, and painting in oil.

The instruction, like that of the best schools of art in this country and in Europe, is to teach how to see nature as well as to express technically what is seen.

The studio is well lighted, large, and furnished with many casts of the best Greek, Roman and Renaissance sculpture, together with a good collection of still-life objects.

Daily work is required of the special students, who have two criticisms each week: one period a week for all scholars except the special students and those in the senior class. This course is especially helpful to those intending to study some form of art after leaving the school, or to those with a liking for drawing who wish to become more appreciative of artistic things.

In the John-Esther Gallery, belonging to the school, is a large collection of paintings which, together with special exhibitions of modern painters held in the gallery, furnish good examples of art for study. Exhibitions in Boston of the best modern paintings, and the Museum of Fine Arts, with its masterpieces in every branch of the Fine Arts, may be visited from the school.

## Elocution

Classes meet weekly, and the exercise consists of a drill upon vocal culture and articulation. Particular attention is paid to breathing as the basis of tone production, also to correct tone placing. Selections from the best authors are analyzed, the object being to render them easily and naturally, and at the same time to give full value to the thought and feeling.

The work of articulation includes drill upon the English sounds and exercises to render articulation clear and precise.





THE STUDIO



## Gymnastics

The German system of gymnastics is used. The object of the work is to develop a healthy body under the control of the will.

Special care is taken to correct faulty postures, and to strengthen weak muscles. Measurements are taken at the beginning of the year, and again at the end.

Classes meet for practice twice a week. In addition to the regular physical work, fencing, indoor games and folk dancing are taught.

During the Spring and Fall, croquet, tennis, basket-ball, tether-ball, field hockey, and cross country walks, give active out-door exercise.

## Expenses

	Per Year
Board and Tuition . . . . .	\$600.00
Tuition for Day Scholars . . . . .	120.00
Piano and Organ:	
Two lessons a week . . . . .	120.00
One lesson a week, . . . . .	75.00
Use of piano, one period daily . . . . .	9.00
Vocal Music:	
Two lessons a week . . . . .	120.00
One lesson a week . . . . .	75.00
Violin, course of 30 lessons, one lesson a week . . . . .	90.00
Mandolin or Guitar, 30 lessons, one lesson a week . . . . .	50.00
Drawing and Painting: one lesson, one criticism a week . . . . .	90.00
Laboratory fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoölogy, each . . . . .	2.00
Washing, (unstarched), per dozen, .40.	

A resident student is accepted for the year, and payment for board and tuition must be made to the Treasurer as follows: three hundred and fifty dollars (\$350.) in September upon entrance, and two hundred and fifty dollars (\$250.) on February first. This charge includes tuition, room rent, board, heat, light, and furniture (except carpet, writing desk and easy chair).

The bills for music and art are payable, one-half in September and the remainder in February.

Reasonable charge will be made for care from the nurse, for meals in room, for extra light, and for breakage, or damage to furniture or premises.

Books and stationery may be obtained at the Academy, for which bills will be rendered, together with laundry bills, at the close of each term.

*It is understood that parents or guardians, by entering a student, accept the terms as stated above.*

## Scholarship Foundations

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand (\$60,000) Dollars.

These scholarships are administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship, . . . . .	\$1000.
The Brewster Scholarship, . . . . .	1000.
The French Scholarship, . . . . .	1000.
The New Hampshire Scholarship, . . . . .	1000.
The Draper Scholarship, . . . . .	1000.
The Minnie E. Lewis Scholarship, . . . . .	1000.
The Abby W. Boyd Scholarship, . . . . .	1000.
The Rice Scholarship, . . . . .	1000.
The Rufus S. Frost Scholarship, . . . . .	1000.
The Nancy J. Haseltine Scholarship, . . . . .	2000.
The Mary A. Richards Scholarship, . . . . .	400.
The Faith Scholarship, . . . . .	700.
The Phebe Fuller McKeen Scholarship, . . . . .	2500.
The Andover or Coburn Scholarship . . . . .	2000.
The John Cornell Scholarship, . . . . .	3000.
The Frieda Gerlach Billings Scholarship, . . . . .	7500.
The Timothy Augustus Holt Scholarship, . . . . .	26000.
The Raymond Scholarship . . . . .	5000.
The Charlotte Cornell Scholarship, . . . . .	2000.
The Charlotte Ward Briant Scholarship, . . . . .	1000.

## Enrollment of Students

Total . . . . .	113
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## Distribution by States and Territories

Massachusetts, seventy; New Hampshire, nine; Maine, six; New York, six; Illinois, Indiana, Ohio, Nebraska, Pennsylvania, Tennessee, Vermont, Connecticut, each two; Iowa, Minnesota, New Jersey, Oregon, Texas, Hawaii, each one.

## Abbot Academy Clubs

The Abbot Academy Club has regular winter meetings at Boston, and welcomes all old scholars and friends. Abbot Academy Clubs have also been formed in New York City, Detroit, Michigan, and in Chicago, Ill. Information about these clubs may be had by addressing Abbot Academy, Andover, Mass.

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## Alumnae Association

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by instalments within five years. This body-guard helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.

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## History of Abbot Academy

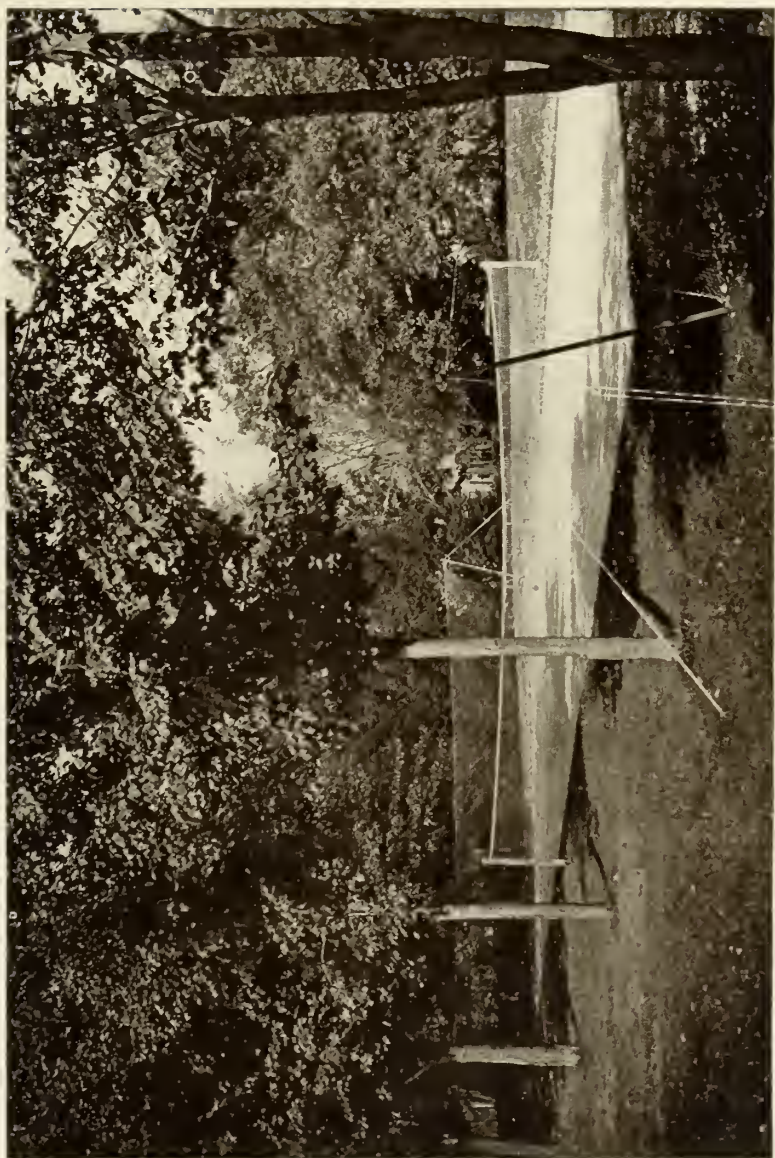
A History of Abbot Academy, Annals of Fifty Years, from 1829 to 1879, was written by the Misses McKeen, at the desire of the Trustees. It is a record of important incidents in the founding and growth of the School, embodying recollections of every period from the beginning. It contains a full report of the Semi-Centennial Celebration, in 1879, and is illustrated by views of the Academy buildings and grounds. Any orders sent to W. F. Draper & Co., Publishers, will be promptly attended to. Price for the edition containing eight illustrations, \$3.00; with one illustration, \$2.00.

A few months before her death, Miss McKeen completed the Sequel to Annals of Fifty Years, A History of Abbot Academy, from 1879 to 1891,—the close of her thirty-three years' administration. Copies will be mailed, post-paid, on receipt of the price, \$2.25.

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## The Abbot Courant

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school. Price, per year, \$1.00.



ONE OF THE TENNIS COURTS



ABBOT ACADEMY  
CATALOGUE OF STUDENTS  
1911-1912

## Catalogue of Students

Elizabeth May Allen	Andover
Norma Allen	Hartford, Conn.
Charlotte Mary Amsden	Windsor, Vt.
Muriel Baker	Winchester
Dorothy Angelia Ball	Winchester
Miriam Bancroft	Concord, N. H.
Marion Paradise Barnard	Andover
Eleanor Wilder Bartlett	Andover
Elisabeth Poole Bartlett	Andover
Enid Louise Baush	Springfield
Marian Vesta Bayley	Lexington
Dorothy Bennett	Beverly
Elizabeth Hinckley Bingham	Manchester, N. H.
Katherine Margaret Black	Des Moines, Iowa
Margery Emma Blake	Portland, Me.
Florence McDowell Bliss	Sharon Hill, Pa.
Helen Elizabeth Bowman	Muncie, Ind.
Mabel Louise Boyd	Wareham
Mary Helen Boyd	Indianapolis, Ind.
Ada Brewster	Andover
Evelyn Brewster	Wolfeboro, N. H.
Elizabeth Miller Brigham	Hamilton, N. Y.
Phyllis Brooks	Andover
Mildred Copeland Bryant	Brockton
Mildred Carolyn Chutter	Andover
Marion Clark	Andover
Lillian Frances Conroy	Andover
Helen Ingersoll Cram	Newton
Cornelia Williams Crittenden	Lincoln, Neb.
Helen Mowry Danforth	Chicago, Ill.
Margaret Emily Day	Brunswick, Me.
Olive Wanda Dean	Andover
Hazel Amelia Dodge	Pittsburg, Pa.
Ruth Draper	Enosburg Falls, Vt.
Charlotte Eaton	Ballardvale
Olga Marie Erickson	Boston
Gladys Martha Estabrook	Worcester
Josephine Cornelia Flynn	Lawrence
Hertha Morton Fletcher	Andover
Edna Mae Francis	Andover
Katharine Kelledy Gilbert	Springfield
Elsie Grosvenor Gleason	Andover
Hazel Ferne Goodrich	Epping, N. H.



Marie Yvonne Gould	Presque Isle, Me.
Marion Priscilla Gould	Lawrence
Agnes Campbell Grant	Andover
Hildegarde Emma Wilder Gutterson	Winchester
Barbara Dorothea Hadley	Minneapolis, Minn.
Eleanor Johnson Hale	Lawrence
Helen Elizabeth Hamblet	Lawrence
Helen Doris Hanscom	Lawrence
Alice Le Sueur Harsh	Nashville, Tenn.
Mary Rutherford Harsh	Nashville, Tenn.
Helen Whitmarsh Hersey	Hingham
Gladys Abbot Walker Higgins	Andover
Emma Estelle Holt	Andover
Mildred Amy Horne	Honolulu, T. H.
Ruth Dingley Jenkins	Portland, Me.
Elizabeth Margaret Johnson	Andover
Frances Laura Jones	Portland, Ore.
Margaret Gertrude Keane	Andover
Edith Colwell Kendall	Andover
Esther Lucille Kilton	Worcester
Abbie Maria Laton	Nashua, N. H.
Catherine Cushman Leach	Brookline
Elizabeth Frye Leach	Brookline
Helen Lewis	Andover
Alice Frances Little	Brunswick, Me.
Frances Lincoln	Montclair, N. J.
Laura Northey Marland	Ballardvale
Marion Martin	Lowell
Barbara Moore	New Britain, Conn.
Clara Rose Morris	Dallas, Tex.
Janet Hults Nevius	Dayton, Ohio
Jane Stinson Newton	Brookline
Hazel Norcross	Worcester
Eugenia Parker	Winchester
Esther Margaret Parks	Cleveland, Ohio
Marion Parshley	Winchester
Dorothy Caroline Perkins	Newark, N. Y.
Margaret Lewis Perry	Brookline
Mary Sophia Peters	Andover
Elizabeth Petherbridge	Brooklyn, N. Y.
Gladys May Phillips	Cambridge
Dorothy Pillsbury	Londonderry, N. H.
Alice Ernestine Pitman	Andover
Alice Beardslee Prescott	Derry Village, N. H.
Elizabeth White Preston	Portsmouth, N. H.

Emily Louise Prue  
 Ethel Lettie Rand  
 Clara Dore Robinson  
 Cornelia Bancroft Sargent  
 Katharine Elizabeth Selden  
 Marion Adelaide Selden  
 Gertrude May Shackleton  
 Esther Sheldon  
 Mary Frances Sheldon  
 Dorothy Simpson  
 Frances Eliza Skolfield-  
 Olga Louise Sjöström  
 Hazel Gertrude Smith  
 Barbara Sutcliffe  
 Helene Marion Symmes  
 Beatrice Temple  
 Ruth Tripp Temple  
 Avis Caroline Tobey  
 Catherine Stewart Vail  
 Edith Lorna Wade  
 Helen Elizabeth Warfield  
 Bertha Wessel  
 Elsie Whipple  
 Margaret Clara Wilkins  
 Marion Willis

Andover  
 Haverhill  
 Manchester, N. H.  
 Andover  
 Lawrence  
 Lawrence  
 Lawrence  
 New York, N. Y.  
 Lincoln, Neb.  
 York, Me.  
 Brunswick, Me.  
 Lawrence  
 Haverhill  
 Somersworth, N. H.  
 Stoneham  
 Andover  
 Andover  
 Wollaston  
 Poughkeepsie, N. Y.  
 Andover  
 Brooklyn, N. Y.  
 Lawrence  
 Andover  
 Chicago, Ill.  
 Medford

# Pupils in Music

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## Vocal

Dorothy Angelia Ball	Marion Priscilla Gould
Nellie Brown Bliss	Helen Doris Hanscom
Helen Elizabeth Bowman	Frances Laura Jones
Helen Ingersoll Cram	Elizabeth White Preston
Cornelia Williams Crittenden	Ethel Lettie Rand
Olga Marie Erickson	Catherine Stewart Vail
Katharine Kelledy Gilbert	Helen Elizabeth Warfield
Margaret Clara Wilkins	

## Piano

Muriel Baker	Hazel Norcross
Marion Paradise Barnard	Eugenia Parker
Katherine Margaret Black	Margaret Lewis Perry
Margery Emma Blake	Elizabeth Petherbridge
Mabel Louise Boyd	Gladys May Phillips
Cornelia Williams Crittenden	Clara Dore Robinson
Margaret Emily Day	Dorothy Simpson
Helen Mowry Danforth	Frances Eliza Skolfield
Hazel Amelia Dodge	Olga Louise Sjöström
Hertha Morton Fletcher	Hazel Gertrude Smith
Hazel Ferne Goodrich	Barbara Sutcliffe
Marie Yvonne Gould	Catherine Stewart Vail
Barbara Dorothea Hadley	Helen Elizabeth Warfield

## Violin

Mary Helen Boyd

## Mandolin

Dorothy Caroline Perkins

THE ANDOVER PRESS

Full name and address of applicant.

Does she wish lessons in special drawing or painting?

Full name and address of parent or guardian.

Does she wish a room-mate?

Date of applicant's birth.

What is the condition of her health?

What schools has she attended? what was the last school attended, and for how long? Is she a graduate of any?

What church does she attend?

For what course does she apply?

Is she a member of any church?

Does she wish to study music?

Address of persons to whom reference may be made.

## Application Blank

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy - - Andover, Mass.**

.....1912.

Application is hereby made for the admission of my  
.....as a student at Abbot Academy, for the school  
year beginning September..... 1912, on the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1912-1913. Conformity to the regulations of the Academy  
is promised, and I agree that my.....shall be  
punctual in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian.

This application should be accompanied by testimonials as to  
character and scholarship from the applicant's last teacher, and from  
the pastor or some other responsible person.

Return to

THE PRINCIPAL.

# WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
HISTORY:				
Ancient				
English				
Mediaeval				
Modern				
American				
SCIENCE:				
Zoölogy				
Botany				
Geology				
Astronomy				
Physics				
Laboratory work				
Chemistry				
Laboratory work				
Physiology				
Physical Geography				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
MATHEMATICS:				
Algebra				
Geometry				
LATIN:				
Grammar and Reader				
Caesar				
Virgil				
Cicero				
Advanced Latin				
Prose Composition				
GREEK:				
Grammar and Reader				
Anabasis				
Homer				
Prose Composition				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
FRENCH:				
Grammar				
Authors read				
GERMAN:				
Grammar				
Authors read				
ENGLISH:				

## Credential Blank

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Name of student

.....

Abbot Academy  
Andover, Mass.

## Credential Blank

---

.....1912.

TO THE PRINCIPAL,

Abbot Academy, Andover, Mass.

I hereby certify that Miss.....  
has not only studied but satisfactorily completed the subjects  
which I have indicated in the following list.

.....  
Signature of Principal.

.....  
Name of School.

(Please indicate also any subjects with which she was credited  
upon entrance to your school.)

Have the following subjects been completed as required for  
entrance to High Schools:

English

Geography

Arithmetic

U. S. History and Constitution







ABBOT ACADEMY  
ANDOVER MASSACHUSETTS

—1913—

THE EIGHTY-FOURTH YEAR







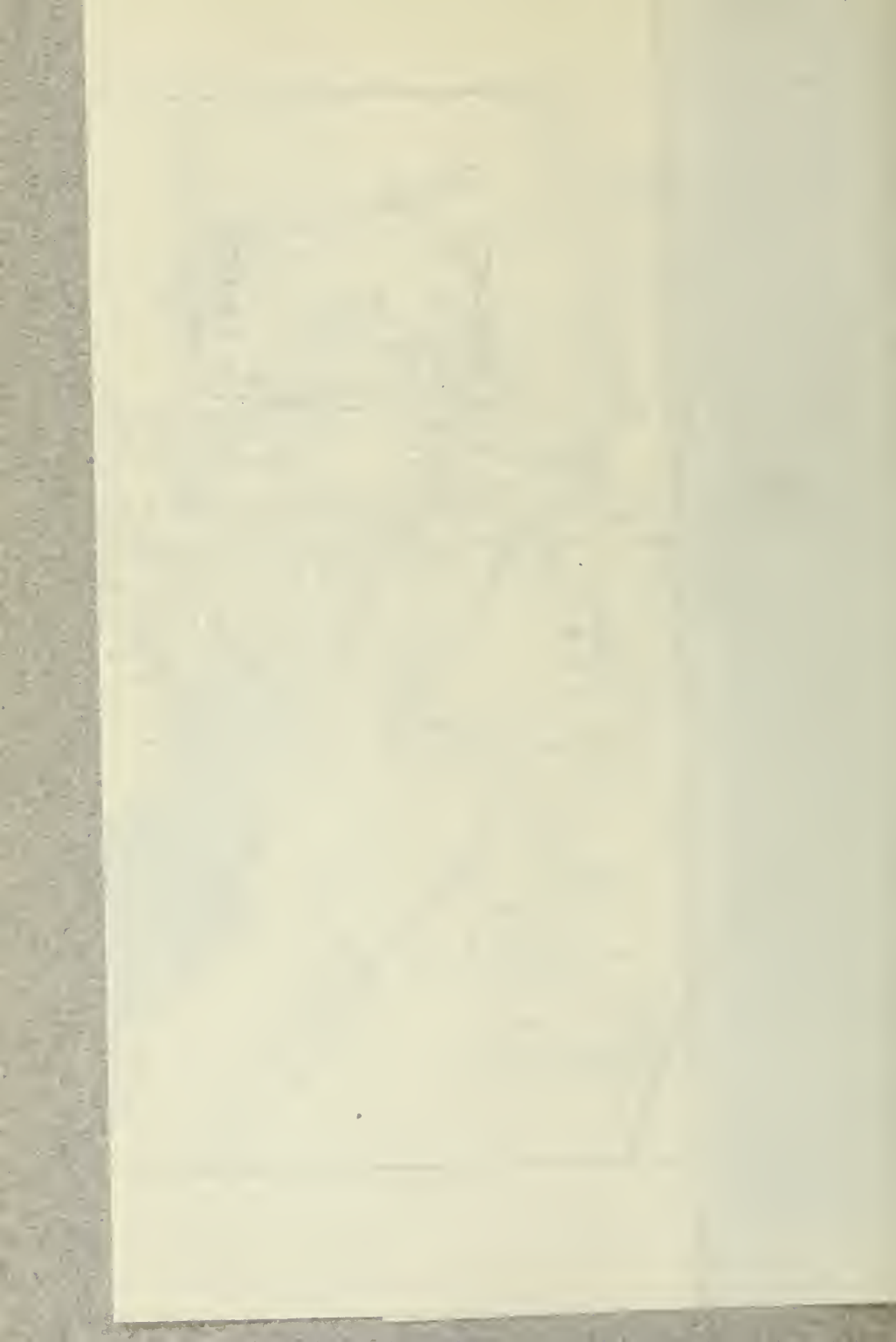
## INDEX

### ABBOT ACADEMY BUILDINGS

- A Abbot Hall.
- D Draper Hall.
- J-E John-Esther Gallery.
- M McKeen Hall.

### RESIDENCES OF TRUSTEES

- 11 Mrs. J. Wesley Churchill, Morton St.
- 68 Prof. J. P. Taylor, School St.
- 69 Burton S. Flagg, Bartlet St.
- 70 John Alden, Puncture Ave.
- 71 George F. Smith, Central St.









ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

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CIRCULAR OF INFORMATION

FOR

1913—1914

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ANDOVER  
1913

# Calendar

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## 1913

April 9, Boarding Students return after Spring vacation	
April 10, Thursday, 9 A.M.	Spring term begins
May 30, Friday	Memorial Day
June 17, Tuesday	School year ends

## Summer Vacation

September 17, Boarding. Students register before 6 P.M.	
September 18, Thursday, 9 A.M.	Fall term begins
November 27, Thursday	Thanksgiving Day
December 16, Thursday	Fall term ends

## 1914

## Christmas Vacation

January 7, Boarding Students register before 6 P.M.	
January 8, Thursday, 9 A.M.	Winter term begins
February 3, Tuesday	First semester ends
February 5, Thursday	Second semester begins
March 31, Thursday	Winter term ends

## Spring Vacation

April 15, Boarding Students register before 6 P.M.	
April 16, Thursday, 9 A.M.	Spring term begins
June 16, Tuesday	School year ends

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Sermon to the Graduating Class, June 9, 1912, by the Reverend WILLIAM WALLACE FENN, D.D., Bussey Professor of Theology, and Dean of the Faculty of Divinity, Harvard University, Cambridge.

Address to the Graduating Class, June 11, 1912, by the Reverend RAYMOND CALKINS, D.D., of Portland, Maine.

# Trustees

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THE HON. MARCUS MORTON, A.B., PRESIDENT AD INTERIM	BOSTON
BURTON S. FLAGG, A.B., TREASURER	ANDOVER
JOHN ALDEN, Sc.B., CLERK	ANDOVER
THE REV. JOHN PHELPS TAYLOR, D.D.	ANDOVER
MRS. JOHN WESLEY CHURCHILL	ANDOVER
EDWARD C. MILLS	BROOKLINE
GEORGE F. SMITH, A.B.	ANDOVER
THE REV. MARKHAM W. STACKPOLE, A.B.	ANDOVER
GEORGE G. DAVIS	NORTH ANDOVER
THE REV. CHARLES H. CUTLER, D.D.	ANDOVER

# Faculty—1912-1913

---

- BERTHA BAILEY, Sc.B., *Principal*,  
Psychology, Ethics, Christian Evidences.
- KATHERINE ROXANA KELSEY, *Assistant Principal*,  
Mathematics.
- NELLIE MARIA MASON,  
Science.
- REBEKAH MUNROE CHICKERING, A.B.,  
History.
- MARTHA MELISSA HOWEY, Litt. B.,  
Literature.
- OLIVE G. RUNNER, Litt. B.  
Latin.
- MARY ETHEL BANCROFT, A.B.,  
English.
- DELIGHT WALKLEY HALL,  
Greek.
- GERTRUDE ELIZA SHERMAN, A.B.,  
French.
- HEDWIG DOROTHEE CRAMER,  
German.
- RACHEL AUGUSTA DOWD, A.B.,  
Algebra.
- NANCY SIBLEY WILKINS, A.B.,  
Geology.
- OTILIE TURNBULL, A.B. *Sept 1912*  
Elocution and Physical Education.
- JOSEPH NICKERSON ASHTON, A.M.,  
Chorus Music, Pianoforte, Organ, Harmony.  
History of Music.
- MABEL ADAMS BENNETT, *Sept. 1912*  
Vocal Music.
- HARRIET RICHARDS ASHTON,  
Violin.
- EMILY SAWYER BOSLEY,  
Drawing and Painting.
- LEONTINE GALLEE,  
French Conversation.
- RACHEL AUGUSTA DOWD, A.B.,  
Secretary to the Principal.

NANCY SIBLEY WILKINS, A.B.,  
Supervisor of Day Scholars.  
Librarian.

PHILANA McLEAN,  
In charge of Draper Hall.

EDITH HENRIETTA ALDRED,  
Resident Nurse.

JANE BRODIE CARPENTER, A.M.,  
Keeper of Alumnae Records.

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## Lectures and Readings

February, 1912—March, 1913

PROF. CHARLES FAY, Litt. D.  
The Majesty of the Mountains

REV. F. G. CHUTTER  
Oberammergau

DR. WILLIAM A. NEILSON  
Ballads

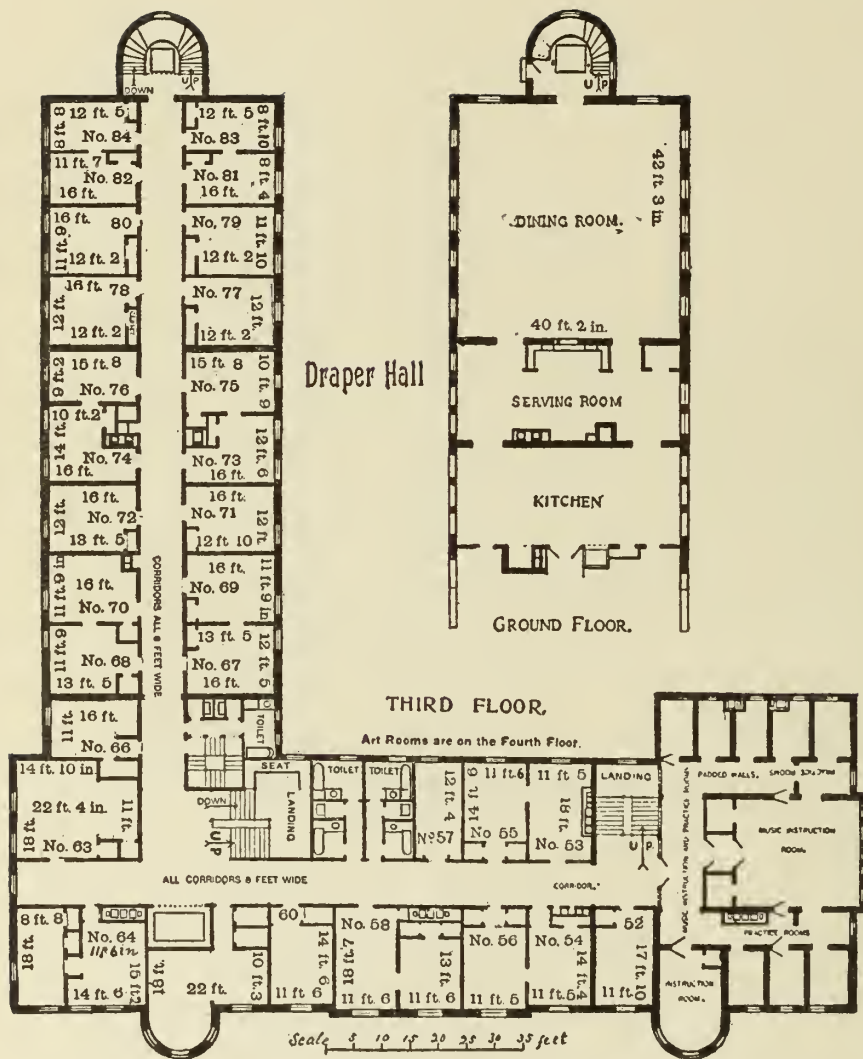
MR. CHARLES F. UNDERHILL  
Reading: "An Afternoon with J. M. Barrie"

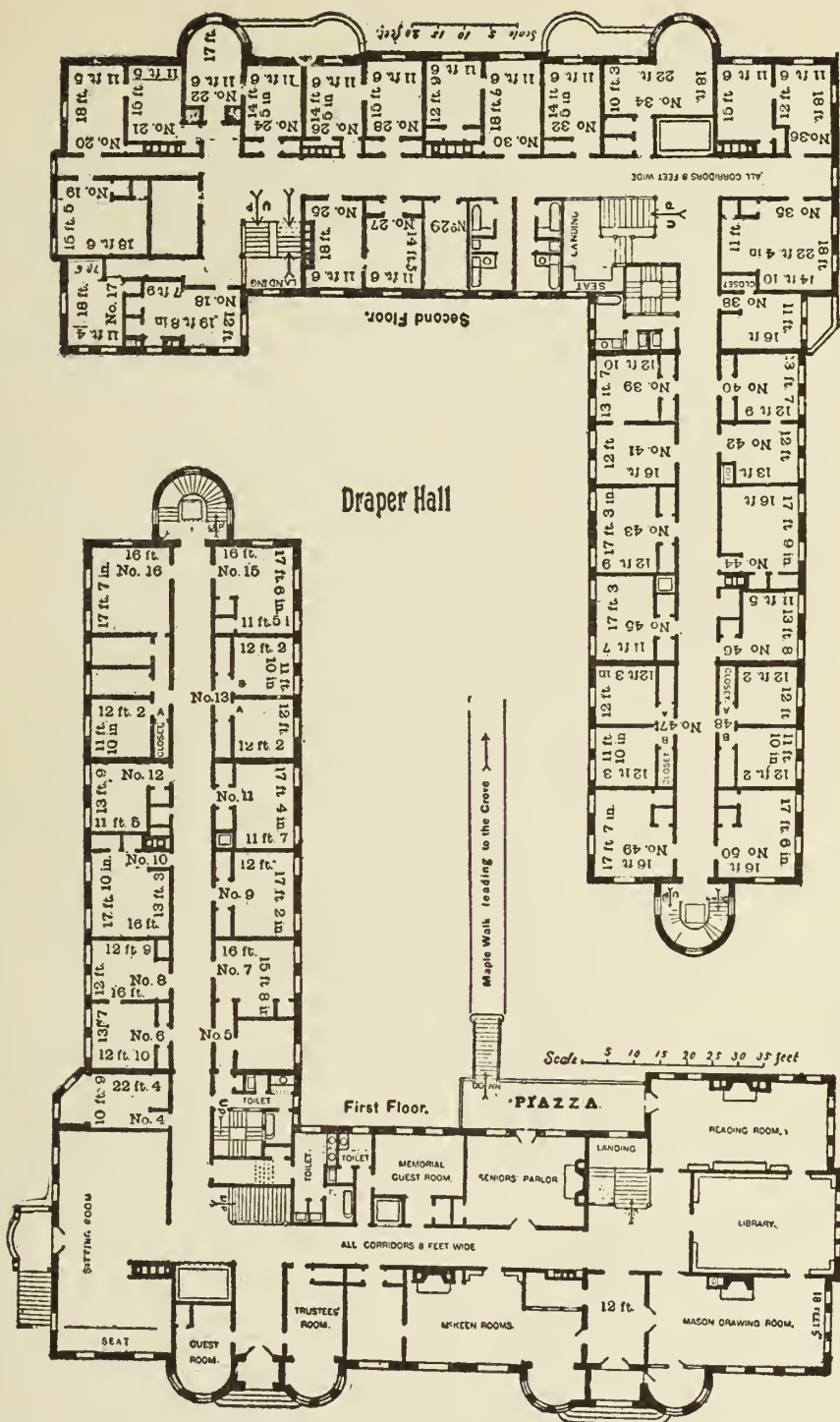
## Concerts

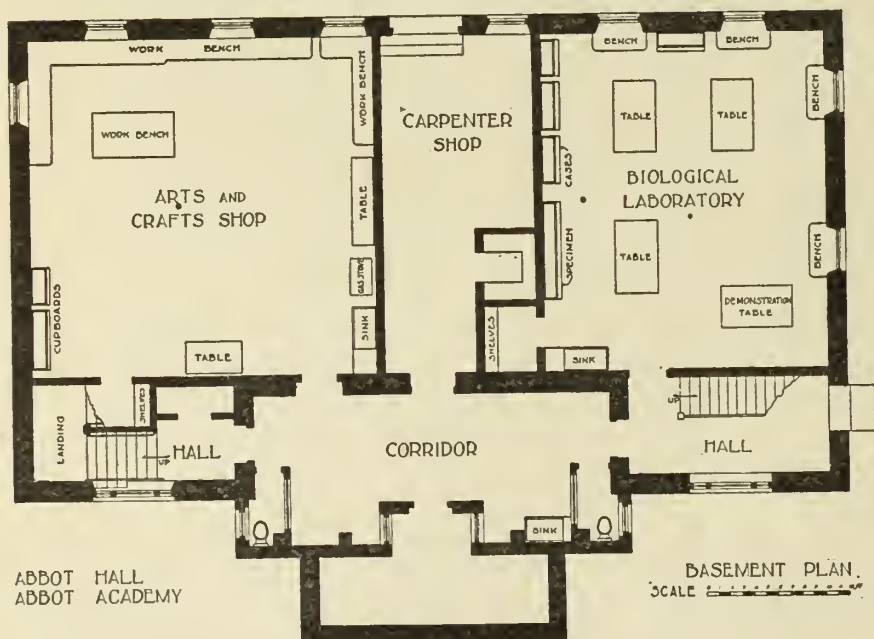
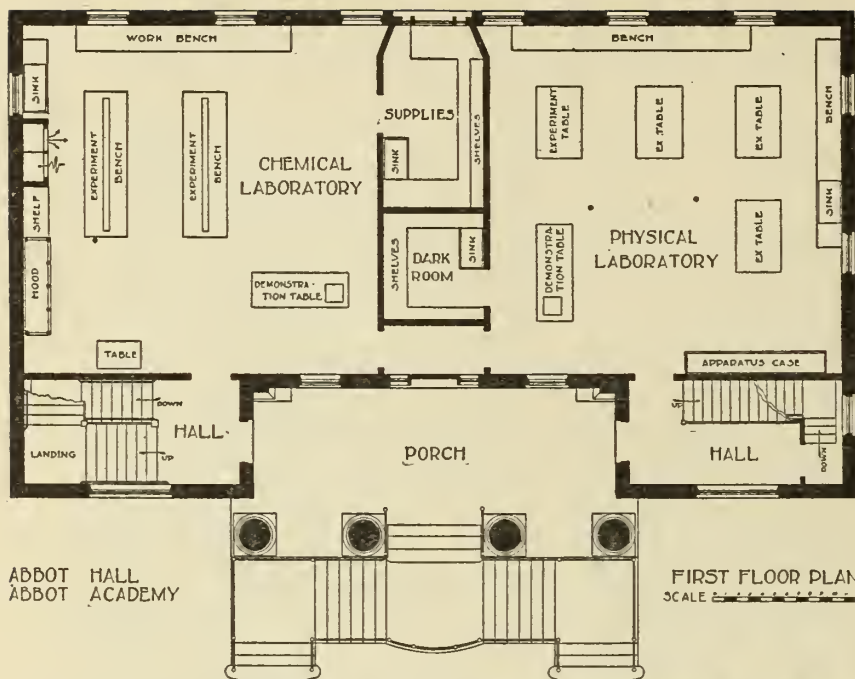
THE MAQUARRE SEXTET                      MR. GEORGE COPELAND, Pianist  
MADAME MARIE SUNDELIUS, Soprano

## Speakers

MISS ALICE DONALD	REV. JAMES AUSTIN RICHARDS
MISS MELITA KNOWLES	MR. JOHN RANDOLPH
MISS EVE NEWMAN	REV. MARKHAM W. STACKPOLE
MISS M. E. HENRY	MRS. MILTON P. HIGGINS
MISS LILA HALSEY	MISS MABEL FROST
REV. FRANK R. SHIPMAN	REV. FREDERIC PALMER, D.D.
MR. DOUGLAS G. CRAWFORD	MISS KATY BOYD GEORGE
REV. E. A. PADDOCK	REV. CLARK CARTER
REV. JAMES TRYON, Ph. D.	PRES. ALBERT PARKER FITCH, D.D.
PROF. WILLIAM H. RYDER, D.D.	MISS MABEL E. BOSHER
REV. GEORGE MARTIN, D.D.	REV. NEHEMIAH BOYNTON, D.D.
REV. FREDERICK A. WILSON	MISS HELEN CALDER
MR. ROBERT SPEER	MISS EMILY A. MEANS
REV. CHARLES H. CUTLER, D.D.	REV. DEAN WALKER, Ph.D.
PROF. EDWARD Y. HINCKS, D.D.	PROF. JOHN PHELPS TAYLOR, D.D.
REV. CLARENCE A. BARBOUR, D.D.	REV. E. VICTOR BIGELOW
REV. ROCKWELL HARMON POTTER, D.D.	

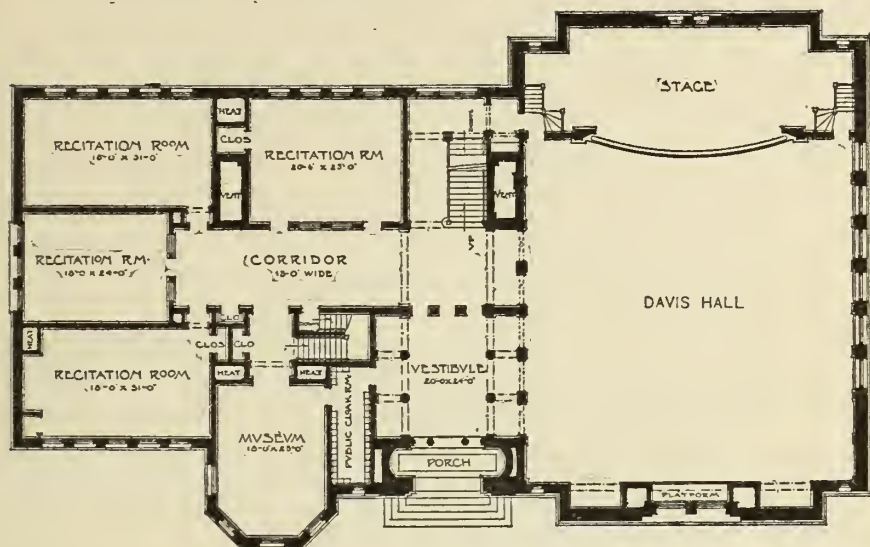






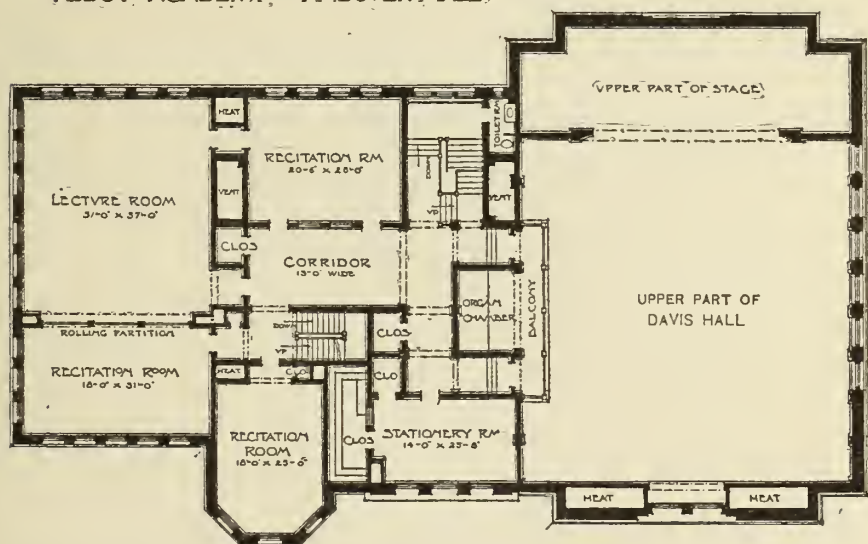


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



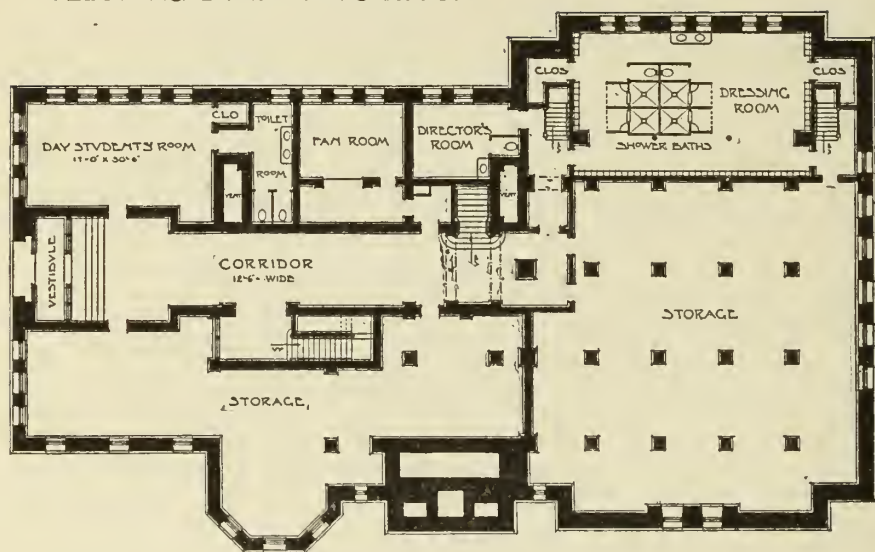
~ PLAN OF FIRST FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY · ANDOVER MASS.



~ PLAN OF BASEMENT ~





ABBOT HALL

# Abbot Academy

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Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instil principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-four years controlled the policy of the school.

## Location

Andover has been for more than a century a centre of educational interests, and its schools attract to it many persons of learning and distinction. The climate is healthful, the soil excellent, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

## Buildings

Five substantial, modern, brick buildings now house the activities of the school. All these buildings are lighted by electricity and heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch it adds dignity and distinction to the whole group of buildings. It was named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the

old Assembly Room, dear to generations of girls, the Observatory with its five-inch Clark telescope, well-equipped modern laboratories for Physics, Chemistry, Biology and Geology, and a laboratory to be used for instruction in cooking, wood work, metal work and other hand crafts.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the residence hall of the school. Beside its dormitories and parlours, much space is devoted to the Art Studios on the fourth floor, and to the Music Studios on the third. There is a large Library, with a well-lighted Reading-Room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny dining-room. On each floor are bath and toilet rooms, fitted with the best modern fixtures, and the plumbing, which was completely renewed some three years ago, is in thoroughly good condition. The facilities for protection by fire exceed the requirements of the fire inspector. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in each sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from six P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire escapes and extinguishers.

McKEEN MEMORIAL HALL, was opened in 1904. It was built through the gifts of the Alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used for entertainments and as a gym-



nasium. In the organ loft of Davis Hall has recently been placed a beautiful pipe organ, presented to the school by Mrs. Dorothy Davis Simpson, a grand-daughter of Mr. George L. Davis. Below the gymnasium are shower baths with dressing rooms and lockers, and a room for the physical director. The rest of the building has large class rooms, with the best modern arrangements for ventilation, heating and lighting.

THE JOHN-ESTHER GALLERY, a fire-proof building, with a beautiful exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE NEW SCHOOL LAUNDRY, a substantial building of brick, fitted with modern electrical apparatus for laundry work, has recently been completed. It contains an electric plant, which lights Draper Hall, and ample room for storage.

## Library

THE ACADEMY LIBRARY, of over eight thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of the Bible, Philosophy, English, French and German Literature, History, Science and Art. New books are constantly added to every department. Students may use the library at all times, as well as the reading room, where they will find the leading magazines, reviews, and religious and secular newspapers.

## Religious Influence

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that

*at the time of entrance*, and are expected to pay for seats; all others attend the South Congregational Church, where free sittings are provided for the school.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out of town speakers.

The Abbot Christian Association of which a large proportion of the students are members has an important influence. Through this, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes.

## Health

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students. Two connecting rooms are set aside as an infirmary.

In the matter of simple and appropriate dress, the co-operation of parents is urgently requested.

During school hours, Peter Thomson suits, or other simply-made dresses should be worn. These gowns should not have low necks or sleeves above the elbow, and shields must be worn with Peter Thomson or middy blouses. A tailored gown for street and church, and two or three simple house gowns for afternoon and evening are necessary. These may not be cut lower than a "Dutch neck." Elaborate lingerie waists and dresses,







DRAPER HALL

decolleté gowns, trains and expensive jewelry are inappropriate for girls in school and should not be furnished. Proper walking shoes must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella, a waterproof coat, and a wrap to use in going from one building to another are indispensable. Gymnastic suits may be ordered at the school after entrance.

*It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the principal.*

### Students' Rooms

The accommodations for students in Draper Hall are thoroughly comfortable. The rooms are of good size, well heated, with roomy closets, and plenty of light and air. There are a number of single rooms, several suites of two connecting rooms, and a few rooms for two girls. Each girl has a single bed, bureau, bookcase, chairs and all toilet conveniences. Easy chairs (not rockers) and desks may be added to the furniture, but no other large articles, nor may anything in the rooms be displaced without permission. Picture mouldings are in all the rooms, and everything on the walls must be hung from them. Table and bureau covers are desirable. Simple rugs and carpets may be found in the town. Except for sweeping, students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be distinctly marked with her full name.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## Spending Money

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than ten dollars a month for personal uses, beyond what is necessary for books and clothing, and a much smaller sum would be desirable. A deposit to cover this allowance, and such other incidentals as concerts and lectures should be made with the principal at the beginning of the year. Each student will be furnished a school bank-book and check-book, and will be permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honored. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

## Absence, Visitors and Correspondence

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it*. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand nor anything that is not imperative should call a student from her duties.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will make more than two visits, either at home or elsewhere, during each term, except at times of regular holidays. Frequent

absences are disturbing to the school as well as to the student.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures and other entertainments in Boston or elsewhere, with the approval of the principal.

Visits from friends may be received on Wednesday, and out of study hours on other week-days. A list of persons from whom calls may be allowed should be prepared by parents and given to the principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness at home or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work do not allow time for much letter writing.

## Discipline

It is the purpose of the school discipline to train girls to self-control and the wise regulation of their lives. Much liberty is therefore given to trustworthy students and those who abuse confidence are restricted. One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## Admission

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. Those who enter the preparatory year in the regular course will study Algebra and Latin I., and for admission to the Junior year these studies must have been completed. The regular course requires at least four years after the preparatory year, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. No examinations at entrance are required except for work above the Junior Middle year; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from certified schools and must accept our requirements for college work.

All studies will be assigned according to the judgment of the principal, with reference to the requirements of the school, and the aim of the pupil.

## Application

The application and credential blanks in the end of the catalogue should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or any other conditions which may be helpful in arranging for the welfare of the pupil, should be sent with the application. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year*

*or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

A statement of the standing of each student in class work and in conduct is sent to her parents or guardians at the end of each semester.



# Courses of Study

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The chart gives an outline of the studies taught, from which the different courses are arranged.

## College Preparatory Course

The College preparatory course meets the requirements of the leading colleges for women, and the school has full certificate privileges to Smith, Mt. Holyoke, Wellesley and Vassar Colleges. A diploma will be given to those who receive a full certificate of admission to these colleges and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the principal. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the fact that the colleges require certain subjects to be completed within a definite time before entrance. For the best arrangement of work it is important that the choice of a college should be made early in the course.



# CHART

PREPARATORY.	<i>First Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				PREPARATORY.
	<i>Second Semester</i>	Latin I. (c) (5)		Algebra (c) (5)	English I (4)				
JUNIOR.	<i>First Semester</i>	Latin II. (c) Greek I. (c) (5)	French I. (c) German I. (c)	Geometry (c) (4)	English II (4)	History I (c) (4)			JUNIOR.
	<i>Second Semester</i>	Latin II. (c) Greek I. (c) (5)	French I (c) German I. (c) 4 or 5	Geometry (c) (4)	English II (4)	History I (c) (4)			
JUN. MIDDLE	<i>First Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c)	Solid Geometry (4)	English III College Eng. I (3)	History II (c) (4)	Chemistry or Physics (c)	Zoölogy	JUN. MIDDLE.
	<i>Second Semester</i>	Latin III. (c) Greek II. (c) (5)	French II. (c) German II. (c) 4 or 5	Trigonometry (4)	English III College Eng. I (3)	History II (c) (4)	Chemistry or Physics 5 to 8 (c)	Zoölogy (cont) or Botany (4)	
SEN. MIDDLE	<i>First Semester</i>	Latin Comp. (c) Greek III. (c) (5)	French III. (c) German III. (c)	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry	Astronomy or Qual. Analysis (4)	SEN. MIDDLE.
	<i>Second Semester</i>	Latin Comp.(c) Greek III. (c) (5)	French III. (c) German III. (c) 4 or 5	Review (c) Mathematics (4)	English IV (1) English Literature (4) College Eng. II (3)	History III (c) (4)	Physics or Chemistry (cont) or Botany 5 to 8	Geology (4)	
SENIOR.	<i>First Semester</i>	Latin IV. Greek IV.	French IV. German IV.		English V (2) Literature (4)	History IV *Special periods of History (2)	Psychology Ethics Theism Christian Evidences (4)	Political Economy (4)	SENIOR.
	<i>Second Semester</i>	Latin IV. Greek IV. (4)	French IV. German IV. (4)		English V (2) Literature (4)	*History of the Fine Arts (2) *Throughout year			

This chart shows the subjects offered, from which the student may select courses to meet the requirements for graduation as stated on page 20.  
 College preparatory students must select their courses from this schedule according to the requirements of the college which they propose to enter. (c) denotes that the course meets college requirements.  
 One recitation per week in Bible and Elocution is required of every student.  
 The numbers refer to number of recitations per week.  
 English is required throughout the course.



## Academic Course

The aim of the Academic Course is to give thorough, general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete twelve full courses, in addition to English, Bible and Elocution which are required of all students. A full course demands two semesters' work. The twelve full courses must include the following: Language, three; Mathematics, one; History, two; Physics or Chemistry, one; Philosophy, one.

*One of the courses in language must be Caesar Bks. I-IV.*

*One of the courses in History must be History IV. (Special periods of History, and History of the Fine Arts.)*

*No account will be taken of less than one year's work in any language.*

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in gymnastics.

Music, or Drawing and Painting may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

In order to enter the Academic course with a view to graduation the student must have had English Grammar, Arithmetic, Geography, Algebra, United States History, and one year of Latin.

# Departments

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## Latin

5 periods a week.

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

### LATIN I.

Collar and Daniel, "First Year Latin".

Ritchie, "Fabulae Faciles".

### LATIN II.

*Caesar*—Harkness and Forbes, "Caesar's Gallic War", Books I, II, III.

*Ovid*—Gleason, "A Term of Ovid".

*Composition*—Allen and Phillips, "Latin Composition", Part I, based on Caesar.

### LATIN III.

*Caesar*—Book IV.

*Cicero*—Allen and Greenough, "New Cicero": four orations against Catiline, "The Manilian Law", "The Citizenship of Archias". Sight translation.

*Composition*—Allen and Phillips, Part II, based on Cicero.

### LATIN IV.

*Vergil*—Knapp, "Vergil's Æneid", Books I-VI. Sight translation.

*Composition*—Daniel and Brown, "New Latin Composition", Part III. Grammatical Review.

## Greek

5 periods a week.

The work of the first three years corresponds to the usual College preparatory course. It aims to give such familiarity with inflectional forms, vocabulary, syntax, and the Greek manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The fourth year's work is selected from College courses. The aim is to give a more extended knowledge of Greek literature through representative masterpieces. The works chosen may vary from year to year.

### GREEK I.

White, "First Greek Book".

### GREEK II.

Goodwin and White, "Anabasis". Books I, II, III.

Sight translation in the Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

### GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## French

5 periods a week.

Students are drilled in conversation, dictation, sight-reading, and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once a week the classes are conducted by a native French

teacher; and opportunity is given for French conversation in the dining-room.

#### FRENCH I.

*Grammar*—Chardenal, "French Grammar."

*Composition*—Oral and written translation of the exercises in the grammar.

*Reading*—Books such as the following are read: Aldrich and Foster, "French Reader"; Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Legendes."

#### FRENCH II.

*Grammar*—Fraser and Squair, "French Grammar," Part II.

*Composition*—François, "Introductory French Prose Composition."

*Reading*—Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mère Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d'Arc."

#### FRENCH III.

*Grammar*—Fraser and Squair, "French Grammar," Part II.

*Composition*—Bouvet, "French Syntax and Composition."

*Reading*—Such books as the following are read: Loti, "Pêcheur d'Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jone"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames."

## FRENCH IV.

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a text-book, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers on the periods and men studied are presented in that language.

All text-books are subject to change.

## German

4 periods a week for academic students.

5 periods a week for college students.

### GERMAN I.

*Grammar and Composition*—Collar, "First Year German."

*Reading*—Books such as the following are read: Guerber, "Märchen and Erzählungen"; Hempl, "The Easiest German Reading"; Müller, "Glück Auf"; Grimm, "Märchen"; Meissner, "Aus Meiner Welt"; Betold, "German Stories"; Stolze, "Bunte Geschichten", "Till Eulenspiegel"; Spyri, "Rosenresli"; Storm, "Immensee"; Schiller, "Der Neffe als Onkel"; Gerstäcker, "Germelshausen."

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder."

### GERMAN II.

*Grammar*—Joynes-Meissner, "German Grammar." Review of the grammar and syntax.

*Composition*—"An American in Germany," by E. E. Pattou; Pope, "Writing and Speaking German."

*Reading*—Books such as the following are read: Stern,



“Geschichten vom Rhein”; Jensen, “Die braune Erica”; Zschokke, “Der zerbrochene Krug”; Fouqué, “Undine”; Wildenbruch, “Das Edle Blut,” “Neid”; Benedix, “Hochzeitsreise,” “Der Dritte”; Heyse, “Anfang und Ende”; Schiller, “Wilhelm Tell”; Lessing, “Minna von Barnhelm”; Chamisso, “Peter Schlemihl”; Hauff, “Lichtenstein.”

*Poetry*—Wenckebach, “Schönsten Deutschen Lieder.”

### GERMAN III.

*Grammar*—Joynes-Meißner, “German Grammar.”

*Composition*—Pope, “Writing and Speaking German.”

*Reading*—Riehl, “Fluch der Schönheit”, “Burg Neideck”; Scheffel, “Trompeter von Säckingen”, “Eckehard”; Freytag, “Die Journalisten,” “Aus dem Staat Friedrichs des Grossen”; Kleist, “Michael Kohlhaas”; Heine, “Die Harzreise”; Schiller, “Jungfrau von Orleans,” “Gustav Adolf in Deutschland”; Goethe, “Iphigenie,” “Hermann and Dorothea,” “The Vicar of Sesenheim.”

*Poetry*—Wenckebach, “Schönsten Deutschen Lieder.”

*Conversation*—Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German tables also offer an opportunity to this end.

The text-books in all classes are subject to change.

## History

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on



these subjects, and a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—4 periods a week.

*First Semester*—Ancient and Grecian History.

*Second Semester*—Roman History.

Wolfson, "Essentials in Ancient History."

Botsford, "History of Greece," "History of Rome."

HISTORY II.—4 periods a week.

English History.

Cheyney, "Short History of England."

HISTORY III.—4 periods a week.

European History or American History.

Harding, "Essentials in Mediaeval and Modern History"; Woodburn and Moran, "American History and Government."

HISTORY IV.—4 periods a week.

2 periods a week—Periods of history with special emphasis upon the growth of the Church.

Allen, "Outlines of Christian History."

Clarke, "Events and Epochs in Religious History."

Robinson, "History of Western Europe."

2 periods a week—History of Fine Arts.

Hamlin, "History of Architecture".

Marquand and Frothingham, "History of Sculpture".

Van Dyke, "History of Painting".

## English

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English Courses is to train the student to work intelligently, to think clearly, and to speak and write good English; to stimulate and foster

in her a genuine interest in literature through the study of selected masterpieces.

ENGLISH I.—4 periods a week.

*Word study*—Buehler, "Practical Exercises in English."

*Composition*—Constant written work; sentence and paragraph structure, simple description and narration, letter-writing, invitations, original work. Hitchcock, "Enlarged English Composition."

*Literature*—Selected readings. In 1911-1912, these included "Ivanhoe"; "Twice Told Tales"; "Lars"; "Snow-Bound"; "The Vision of Sir Launfal"; and "The Lays of Ancient Rome."

ENGLISH II.—4 periods a week.

*Grammar and Rhetoric*—Shackford-Judson, "Composition and Rhetoric."

*Composition*—One long theme a week, constant written work, in and out of class. Paragraph-structure, description, narration, exposition, letter-writing, versification, reproduction, imitation, original work.

*Literature*—Selected readings. In 1911-12, these included "The Ancient Mariner", "An Elegy in a Country Churchyard", "The Deserted Village", "Silas Marner", "The Sir Roger de Coverley Papers", selections from "The Idylls of the King", "The Tale of Two Cities", "Sohrab and Rustum", and "The Merchant of Venice".

ENGLISH III.—3 periods a week.

*Composition*—Paragraph-structure, construction of the theme, principles of the four kinds of writing, the essay, versification. Constant class written work, weekly long themes. Reports of current events. Shackford-Judson, "Composition and Rhetoric".

*Literature*—Selected readings. In 1911-1912, these included "The House of Seven Gables", "Treasure Island", "A Midsummer Night's Dream", "The Talis-

man", "Marmion", "Cranford", and the Shorter Poems of Tennyson.

#### ENGLISH IV.

*Literature*—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

*Composition*—1 period a week. Themes, criticism, versification, study of the novel.

#### ENGLISH V.

*Literature*—4 periods a week.

*First Semester*—A course in general literature, based on the study of the representative classics of the world (in translation).

*Second Semester*—A course in the poetry and prose of the Nineteenth Century.

*Composition*—1 period a week. Criticism, study of the novel (continued), and of contemporary writing.

*Shakespeare*—1 period a week. Study of the development of Shakespeare's art. Six plays.

#### COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

### Philosophy and Theism

Calkins, "A First Book in Psychology"; James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism", and Row, "Christian Evidences" are the text-books used in the Senior course.

Modern Scientific Psychology is used as a basis for the study of the ethical and religious development of man's nature.

## Mathematics

ALGEBRA.—5 periods a week.

Elementary course through quadratic equations of one unknown quantity. Required for entrance to the regular courses.

Wells, "First Course in Algebra"; Hawkes, Luby and Touton, "Second Course in Algebra".

GEOMETRY.—4 periods a week.

Text of the five books of plane geometry.

Exercises for original demonstration, construction, and numerical solution.

Wells, "Plane Geometry", revised.

Wentworth, "Plane Geometry", revised.

REVIEW MATHEMATICS.

*Plane Geometry*.—3 periods a week, one semester.

*Algebra*.—5 periods a week, one semester.

A review of the elementary principles, followed by the more advanced work required for entrance to College.

Both courses required in College Preparatory senior year.

## Science

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well provided with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—5 to 8 periods a week.

A study of the more important non-metals and metals with their principal compounds; practical application of the science to every-day life; theories and laws underlying chemical processes; constant practice in the solution of problems; laboratory work under the super-





JOHN-ESTHER GALLERY — ABBOT HALL

vision of the teacher, illustrating properties of the more important elements and compounds studied; several experiments of a quantitative nature.

This course meets the college entrance requirements.

A half course in Qualitative Analysis is open to students who have completed the elementary course.

**PHYSICS.**—5 to 8 periods a week.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

Physics or Chemistry as an elective is open to those who are studying or have completed the required year in science.

**ASTRONOMY.**—4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

**GEOLOGY.**—4 periods a week, second semester. Field work.

General survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

**ZOOLOGY.**—4 periods a week, first semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and adaptations to environment, as illustrated especially by the invertebrates.

Laboratory study of types illustrative of the main subdivisions.



Materials for study, microscopes and necessary instruments are provided for each student.

**BOTANY.**—4 periods a week, second semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading groups.

Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

## Bible

1 period a week.

Bible is required of all students during each year of the course.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testament, and with the teachings of Jesus and of St. Paul.

**BIBLE I.**—Old Testament Heroes.

**BIBLE II.**—The Life of Christ.

**BIBLE III.**—The Literature and History of the Old Testament

**BIBLE IV.**—The Teachings of Jesus.

**BIBLE V.**—The Founding of the Church; the teachings of St. Paul.

## Music

The department of music offers systematic instruction in pianoforte and organ playing, in harmony, musical theory and history, in vocal culture, and in violin and mandolin playing. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

**PIANO.**

Both elementary and advanced instruction are given. Special attention is given to the attainment of a correct

touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Jensen, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Scarlatti, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Raff, Brahms, Rheinberger, Saint-Saëns, Grieg, MacDowell, Debussy.

#### THE STRUCTURE AND HISTORICAL DEVELOPMENT OF MUSIC.—

2 periods a week.

A course in musical theory, appreciation and interpretation; sound, notation, rhythm, melody, harmony, the orchestra and orchestration; the history of music, study of the great composers, their lives, works and influence upon the development of modern music.

The entire course will cover two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

#### VIOLIN.

The violin work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

#### VOCAL.

The vocal department gives elementary and advanced exercises for correct tone placing and breathing and careful development of the voice; special attention is paid to purity, quality, and flexibility of voice, and to phrasing and diction. French, German, and Italian as well as English songs are studied, Vocalizes by Marchesi.

## GENERAL MUSICAL ADVANTAGES.

Instruction in chorus and hymn singing: lectures on musical history and appreciation. A series of half-hour organ recitals on the Phillips Academy organ, once a week during the winter. These are free to all.

A pupils' recital in the second semester.

An annual series of three recitals given in Davis Hall by distinguished artists.

A limited number of tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are occasional opportunities to attend other concerts in Boston.

In 1912, Mrs. Dorothy Davis Simpson presented the Academy with an organ with electric fan-blower, and all the modern appliances. It is used for recitals, and to accompany choral singing. It is also available for the use of students in organ-playing.

## Drawing

The course includes drawing in black and white, pastel, and painting in oil.

The instruction, like that of the best schools of art in this country and in Europe, is to teach how to see nature as well as to express technically what is seen. It is especially helpful to those intending to study some form of art after leaving the school, or to those with a liking for drawing who wish to become more appreciative of artistic things.

The studio is well lighted, large, and furnished with many casts of the best Greek, Roman and Renaissance sculpture, together with a good collection of still-life objects.

In the John-Esther Gallery, belonging to the school, is a large collection of paintings which, together with special exhibitions of modern painters held in the gallery, furnish good examples of art for study. Ex-

hibitions in Boston of the best modern paintings, and the Museum of Fine Arts, with its masterpieces in every branch of the Fine Arts, may be visited from the school.

### Elocution

Classes meet weekly, and the exercise consists of a drill upon vocal culture and articulation. Particular attention is paid to breathing as the basis of tone production, also to correct tone placing. Selections from the best authors are analyzed, the object being to render them easily and naturally, and at the same time to give full value to the thought and feeling.

The work of articulation includes drill upon the English sounds and exercises to render articulation clear and precise.

### Physical Education

The object of the work is to develop a healthy body under the control of the will.

Special care is taken to correct faulty postures, and to develop good breathing and carriage. Measurements are taken at the beginning of the year, and again at the end.

Classes meet for practice twice a week. Gymnastic games and dancing are an important part of the physical work.

During the Spring and Fall, tennis, basket-ball, tether-ball, field hockey, and cross country walks, give active out-door exercise. In the Winter, skating, coasting, snowshoeing, and skiing are favorite sports.

## Expenses

	PER YEAR
Board and Tuition . . . . .	\$600.00
Tuition for Day Scholars . . . . .	120.00
Piano and Organ:	
Two lessons a week . . . . .	120.00
One lesson a week . . . . .	75.00
Use of piano, one period daily . . . . .	9.00
Use of organ and electric blower, one period daily . . . . .	30.00
Vocal Music:	
Two lessons a week . . . . .	120.00
One lesson a week . . . . .	75.00
Violin, course of 30 lessons, one lesson a week . . . . .	90.00
Mandolin or Guitar, 30 lessons, one lesson a week . . . . .	50.00
Drawing and Painting: one lesson, one criti- cism a week . . . . .	90.00
Laboratory fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoölogy, each . . . . .	2.00
Washing, (unstarched), per dozen, .40.	

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25.) at the time of registration for reservation of room (for all new students, and for former students after 1913); three hundred and twenty-five dollars (\$325.) in September, at the time of entrance; and two hundred and fifty dollars (\$250) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the principal for the personal allowance of each student for spending-money. (See page 18). This deposit must be renewed when exhausted.

### Scholarship Foundations

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand (\$60,000) Dollars.

These scholarships are administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship . . .	\$1000.
The Brewster Scholarship . . .	1000.
The French Scholarship . . .	1000.
The New Hampshire Scholarship . . .	1000.
The Draper Scholarship . . .	1000.
The Minnie E. Lewis Scholarship . . .	1000.
The Abby W. Boyd Scholarship . . .	1000.
The Rice Scholarship . . .	1000.
The Rufus S. Frost Scholarship . . .	1000.
The Nancy J. Haseltine Scholarship . . .	2000.
The Mary A. Richards Scholarship . . .	400.
The Faith Scholarship . . .	700.
The Phebe Fuller McKeen Scholarship . . .	2500.
The Andover or Coburn Scholarship . . .	2000.
The John Cornell Scholarship . . .	3000.
The Frieda Gerlach Billings Scholarship . . .	7500.
The Timothy Augustus Holt Scholarship . . .	16000.
The Raymond Scholarship . . .	5000.
The Charlotte Cornell Scholarship . . .	2000.
The Charlotte Ward Briant Scholarship . . .	1000.

## Enrollment of Students

Boarding Students . . . . .	84
Day Students . . . . .	51
Total . . . . .	<hr/> 135

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## Distribution by States and Territories

Massachusetts, ninety-six; New Hampshire, Connecticut, New York, each five; Ohio, Maine, Vermont, each three; Illinois, Nebraska, Tennessee, Mexico, each two; Indiana, Minnesota, Washington, Oregon, New Jersey, Pennsylvania, Hawaii, England, each one.

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## Abbot Academy Clubs

The Abbot Academy Club has regular winter meetings at Boston, and welcomes all old scholars and friends. Abbot Academy Clubs have also been formed in New York City, Detroit, Michigan, and in Chicago, Ill. Information about these clubs may be had by addressing Abbot Academy, Andover, Mass.

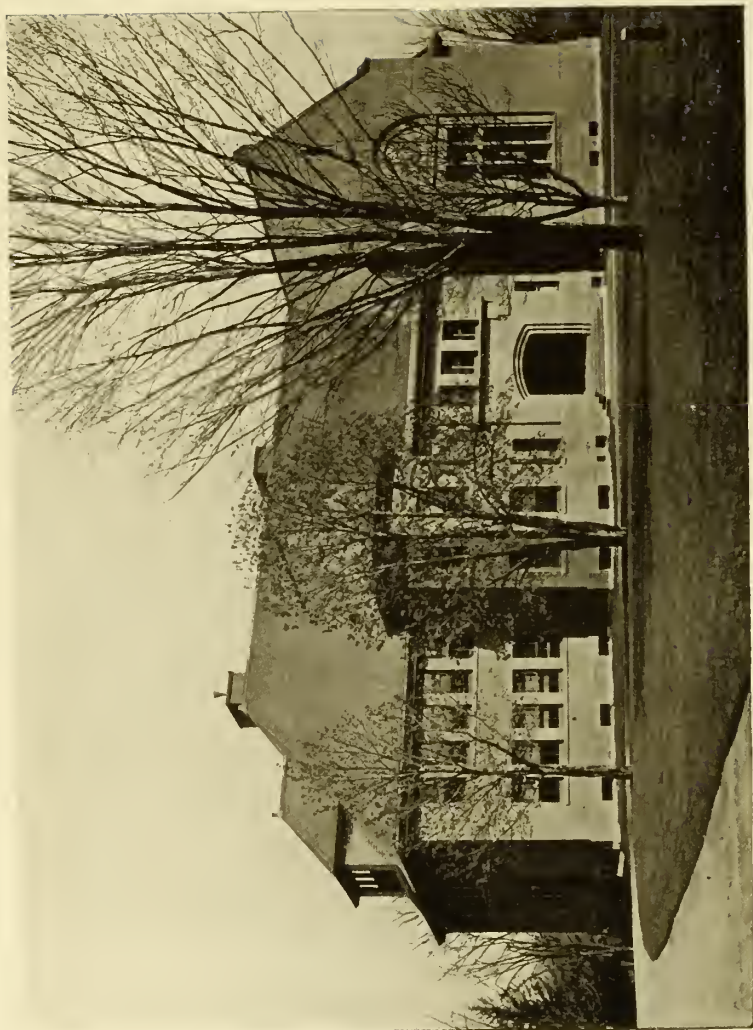
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## Alumnae Association

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by instalments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.







MCKEE MEMORIAL HALL

## History of Abbot Academy

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy and is illustrated with views of the buildings and grounds. Price: volume one, with eight illustrations, \$3.00; with one illustration, \$2.00; volume two, \$2.25. Copies will be mailed postpaid on receipt of price. Orders sent to W. F. Draper and Co., Publishers, will receive prompt attention.

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## The Abbot Courant

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

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## General Catalogue

A new general catalogue of Abbot Academy is now in preparation and will be issued in June. This will contain brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book will be one dollar, postage paid, and may be ordered in advance from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.



ABBOT ACADEMY  
CATALOGUE OF STUDENTS  
1912-1913

# Students 1912-1913

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## Academic Senior Class

Charlotte Mary Amsden	Windsor, Vt.
Enid Louise Baush	Springfield
Mary Helen Boyd	Indianapolis, Ind.
Cornelia Williams Crittenden	Lincoln, Neb.
Helen Mowry Danforth	Chicago, Ill.
Margaret Emily Day	Brunswick, Me.
Olga Marie Erickson	Dorchester
Mary Louise Erving	Andover
Marion Priscilla Gould	Lawrence
Edith Colwell Kendall	Andover
Marion Martin	Lowell
Jane Stinson Newton	Brookline
Marion Parshley	Winchester
Hazel Gertrude Smith	East Haverhill
Margaret Clara Wilkins	Chicago, Ill.

## College Senior Class

Louise Coe	Nebraska City, Neb.
Edna Mae Francis	Andover
Alice Le Sueur Harsh	Nashville, Tenn.
Helen Whitmarsh Hersey	Hingham
Margaret Gertrude Keane	Andover
Dorothy Caroline Perkins	Newark, N. Y.
Mary Sophia Peters	Andover
Esther Elizabeth Pickels	Lawrence
Ethel Lettie Rand	Haverhill
Katherine Augusta Toye	Lawrence
Edith Lorna Wade	Andover

## Academic Senior Middle Class

Mildred Louise Allaman	Dayton, Ohio
Miriam Bancroft	Concord, N. H.
Dorothy Bennett	Beverly
Margaret Ingham Blake	Ivoryton, Conn.
Helen Darlington Burk	Philadelphia, Pa.
Marion Clark	Andover
Olive Wanda Dean	Andover
Maude Newman Flack	Manchester, N. H.
Gladys Marion Folts	Winchester
Doris Eliza Furber	Milton
Rosamond Gens	Lawrence

Helen Elizabeth Gilbert  
 Hildegard Emma Wilder Gutterson  
 Helen Elizabeth Hamblet  
 Helen Doris Hanscom  
 Mae Eloise Hussey  
 Elizabeth Margaret Johnson  
 Laura Northey Marland  
 Alice Ernestine Pitman  
 Kathryn Hurd Powers  
 Ella Augusta Stohn  
 Augusta Louise Thompson  
 Bertha Wessel  
 Marie Estelle Winsor  
 Margaret Wylie

Bolton  
 Winchester  
 Lawrence  
 Lawrence  
 Blaine, Me.  
 Andover  
 Ballardvale  
 Andover  
 Milton  
 Roslindale  
 Fall River  
 Lawrence  
 Ashbury Park, N. J.  
 Walla Walla, Wash.

### College Senior Middle Class

Elisabeth Poole Bartlett  
 Lillian Frances Conroy  
 Frances Miner Dowd  
 Elsie Grosvenor Gleason  
 Mary Rutherford Harsh  
 Gladys Abbot Walker Higgins  
 Emma Estelle Holt  
 Mildred Amy Horne  
 Frances Laura Jones  
 Marion Calhoun Middlebrook  
 Esther Margaret Parks  
 Katharine Elizabeth Selden  
 Alice Curtiss Sweeney

Andover  
 Andover  
 Madison, Conn.  
 Andover  
 Nashville, Tenn.  
 Andover  
 Andover  
 Honolulu, Hawaii  
 Portland, Ore.  
 West Hartford, Conn.  
 Cleveland, Ohio.  
 Andover  
 Lawrence

### Junior Middle Class

Elizabeth May Allen  
 Muriel Baker  
 Marion Paradise Barnard  
 Marion Vesta Bayley  
 Elizabeth Miller Brigham  
 Marion Mather Brooks  
 Phyllis Brooks  
 Mildred Copeland Bryant  
 Sarah Whitney Cushing  
 Hertha Morton Fletcher  
 Eleanor Johnson Hale  
 Marion Clark Hamblet  
 Esther Lucille Kilton  
 Mattie Catlin Larrabee  
 Catherine Cushman Leach

Andover  
 Winchester  
 Andover  
 Lexington  
 Hamilton, N. Y.  
 Sharon  
 Andover  
 Brockton  
 St. Albans, Vt.  
 Andover  
 Lawrence  
 Lawrence  
 Worcester  
 West Roxbury  
 Brookline



Elizabeth Frye Leach  
 Kathryn Frances McLaughlin  
 Janet Hulst Nevius  
 Gladys May Phillips  
 Gertrude May Shackleton  
 Esther Sheldon  
 Olga Louise Sjöström  
 Mildred Hazel Storm  
 Mary Frances Surette  
 Helene Marion Symmes  
 Ruth Tripp Temple  
 Winifred Weston Warren

Brookline  
 Rochester, N. Y.  
 Dayton, Ohio  
 Cambridge  
 Lawrence  
 New York City  
 Lawrence  
 Springfield  
 Reading  
 Stoneham  
 Andover  
 Norfolk, England

### Junior Class

Norma Allen  
 Eleanor Wilder Bartlett  
 Ada Brewster  
 Charlotte Eaton  
 Katharine Kelledy Gilbert  
 Agnes Campbell Grant  
 Eugenia Parker  
 Margaret Lewis Perry  
 Dorothy Pillsbury  
 Alice Beardslee Prescott  
 Elizabeth McKeen Scott  
 Marion Adelaide Selden  
 Elsa Margaret Wade

Hartford, Conn.  
 Andover  
 Andover  
 Ballardvale  
 Springfield  
 Andover  
 Winchester  
 Brookline  
 Londonderry, N. H.  
 Andover  
 Farmington, Conn.  
 Andover  
 Andover

### Preparatory Class

Marion Elizabeth Alley  
 Helen Virginia Blood  
 Bernice Patterson Boutwell  
 Ruth Farrington Clark  
 Ethelwyn Beatrice Crockett  
 Margaret Davis  
 Lois Erickson  
 Madeline Constance Fiske  
 Mariette Goodrich  
 Marion Leslie Grant  
 Helene Charlotte Hardy  
 Irene Henderson  
 Ruth Elizabeth Keach  
 Beatrice Emma Kimball  
 Ursula Thayer Kimball  
 Alice Safford Knox

Arlington Heights  
 East Lynn  
 Andover  
 North Andover  
 Lexington  
 Worcester  
 Dorchester  
 Mexico City, Mex.  
 Andover  
 Haverhill  
 Dorchester  
 Wayland  
 Hingham  
 Arlington  
 Burlington, Vt.  
 Bradford

Helen Lewis  
Madeleine Editha Mahoney  
Dorothy Newton  
Bernice Overend  
Barbara Morse Paine  
Cornelia Bancroft Sargent  
Emma Marie Stohn  
Marion Hutchinson Vittum  
Helen Elizabeth Warfield

Andover  
Lawrence  
Andover  
Lawrence  
Durham, N. H.  
Lawrence  
Roslindale  
Beverly  
Brooklyn, N. Y.

### Unclassified

Beatrice Ellen Fiske  
Barbara Dorothea Hadley  
Marguerite Carver Huntt  
Ruth Dingley Jenkins  
Hazel Norcross  
Clara Dore Robinson  
Doris Elizabeth Sawyer

Mexico City, Mex.  
Minneapolis, Minn.  
Lynn  
Portland, Me.  
Worcester  
Portsmouth, H. H.  
Auburndale

## Music Students

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### Piano

Mildred Louise Allaman  
Norma Allen  
Marion Elizabeth Alley  
Muriel Baker  
Marion Paradise Barnard  
Louise Coe  
Margaret Davis  
Margaret Emily Day  
Charlotte Eaton  
Lois Erickson  
Beatrice Ellen Fiske  
Madeline Constance Fiske  
Hertha Morton Fletcher  
Doris Eliza Furber  
Helen Elizabeth Gilbert  
Barbara Dorothea Hadley  
Eleanor Johnson Hale  
Helen Elizabeth Hamblet

Mae Eloise Hussey  
Beatrice Emma Kimball  
Kathryn Frances McLaughlin  
Hazel Norcross  
Esther Margaret Parks  
Margaret Lewis Perry  
Gladys May Phillips  
Clara Dore Robinson  
Doris Elizabeth Sawyer  
Elizabeth McKeen Scott  
Olga Louise Sjöström  
Ella Augusta Stohn  
Emma Marie Stohn  
Mary Frances Surrette  
Augusta Louise Thompson  
Helen Elizabeth Warfield  
Winifred Weston Warren  
Bertha Wessel

### Voice

Mildred Louise Allaman  
Dorothy Bennett  
Cornelia Williams Crittenden  
Sarah Whitney Cushing  
Olga Marie Erickson  
Marion Priscilla Gould

Helen Doris Hanscom  
Helene Charlotte Hardy  
Marguerite Carver Hunt  
Frances Laura Jones  
Ethel Lettie Rand  
Margaret Clara Wilkins

### Violin

Helen Virginia Blood  
Mary Helen Boyd

Marion Mather Brooks  
Irene Henderson

Full name and address of applicant.

Does she wish lessons in special drawing or painting?

Full name and address of parent or guardian.

Does she wish a room-mate?

Date of applicant's birth.

What is the condition of her health?

What schools has she attended? what was the last school attended, and for how long? Is she a graduate of any?

What church does she attend?

For what course does she apply?

Is she a member of any church?

Does she wish to study music?

Address of persons to whom reference may be made.

## Application Blank

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Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

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.....191

Application is hereby made for the admission of my  
.....as a student at Abbot Academy, for the school  
year beginning September , 191 . Enclosed is my check for  
\$25.00 for reservation of room, to be credited on the bill for  
tuition. I have carefully read and accept the terms and con-  
ditions specified in the Abbot Academy Catalogue for the year  
1913. I promise that my.....shall conform to the  
regulations of the Academy, and that she shall be punctual in  
attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian.

---

This application should be accompanied by testimonials as to  
character and scholarship from the applicant's last teacher, and from  
the pastor or some other responsible person.

Return to

THE PRINCIPAL.

# WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
HISTORY:				
Ancient				
English				
Mediaeval				
Modern				
American				
SCIENCE:				
Zoölogy				
Botany				
Geology				
Astronomy				
Physics				
Laboratory work				
Chemistry				
Laboratory work				
Physiology				
Physical Geography				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
MATHEMATICS.				
Algebra				
Geometry				
LATIN:				
Grammar and Reader				
Caesar				
Vergil				
Cicero				
Advanced Latin				
Prose Composition				
GREEK:				
Grammar and Reader				
Anabasis				
Homer				
Prose Composition				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
FRENCH:				
Grammar				
Authors read				
GERMAN:				
Grammar				
Authors read				
ENGLISH:				

## Credential Blank

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Name of student

.....

## Abbot Academy

Andover, Mass.

## Credential Blank

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..... 191

TO THE PRINCIPAL,

Abbot Academy, Andover, Mass.

I hereby certify that Miss.....  
has not only studied but satisfactorily completed the subjects  
which I have indicated in the following list.

.....  
Signature of Principal.

.....  
Name of School.

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(Please indicate also any subjects with which she was credited  
upon entrance to your school.)

Have the following subjects been completed as required for  
entrance to High Schools:

English

Geography

Arithmetic

U. S. History and Constitution







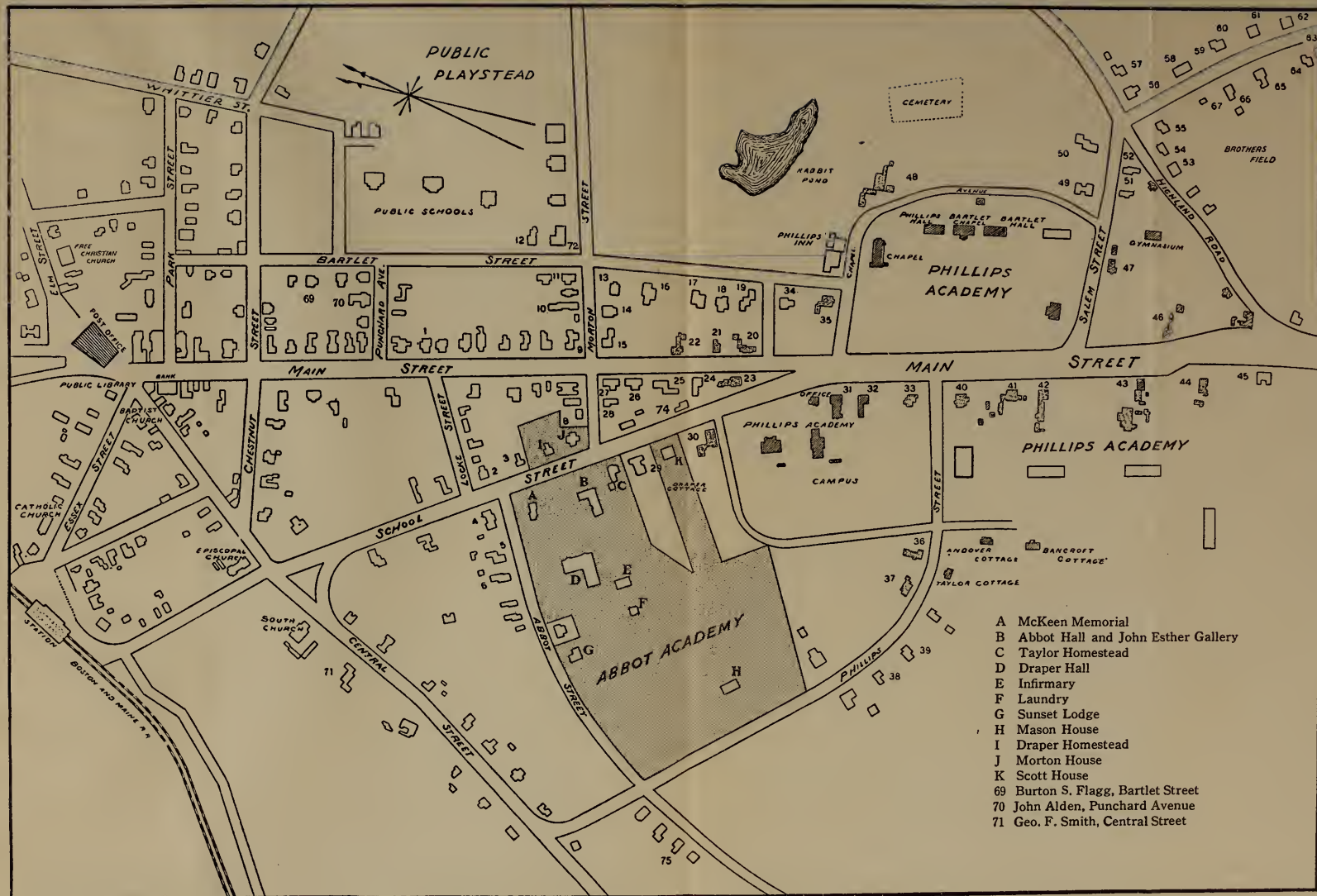
# ABBOT ACADEMY

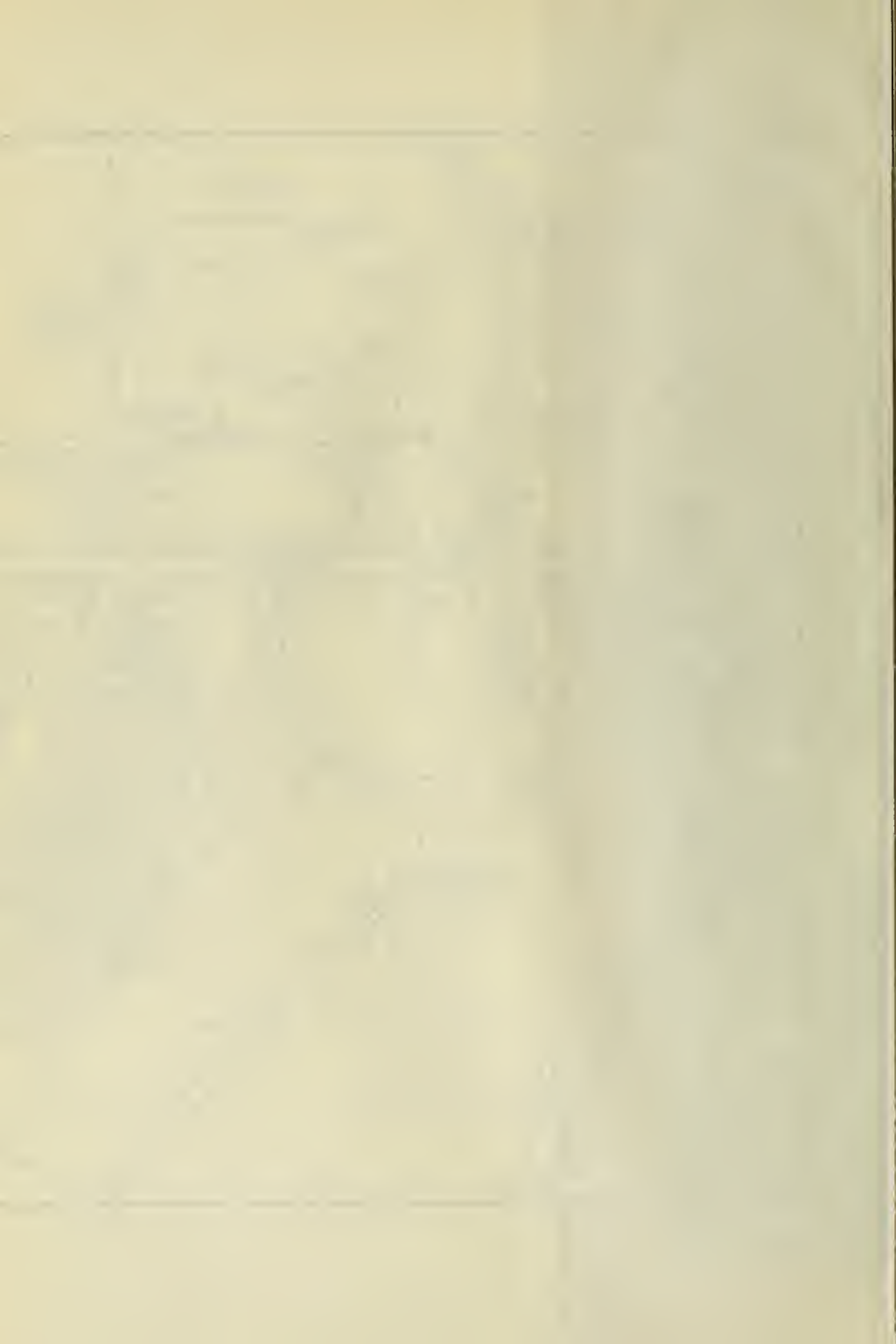
ANDOVER      MASSACHUSETTS

—1914—

THE EIGHTY-FIFTH YEAR







ABBOT ACADEMY  
ANDOVER, MASSACHUSETTS

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CIRCULAR OF INFORMATION

FOR

1914-1915

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ANDOVER  
1914



# Calendar

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## 1914-1915

### 1914

April 15, Boarding Students register before 6 P.M.  
April 16, Thursday, 9 A.M. Spring term begins  
June 9, Tuesday School year ends

### Summer Vacation

September 16, Boarding Students register before 6 P.M.  
September 17, Thursday, 9 A.M. Fall term begins  
November 26, Thursday Thanksgiving Day  
December 17, Thursday, 12 M. Fall term ends

### Christmas Vacation

### 1915

January 6, Boarding Students register before 6 P.M.  
January 7, Thursday, 9 A.M. Winter term begins  
February 2, Tuesday First semester ends  
February 4, Thursday Second semester begins  
March 25, Thursday, 12 M. Winter term ends

### Spring Vacation

April 7, Boarding Students register before 6 P.M.  
April 8, Thursday, 9 A.M. Spring term begins  
June 8, Tuesday School year ends

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Sermon to the Graduating Class, June 15, 1913, by the REVEREND  
CHARLES SMITH MILLS, D.D., of Montclair, N. J.

Address to the Graduating Class, June 17, 1913, by the REVEREND  
CHARLES HENRY OLIPHANT, of Methuen, Mass.



# Trustees

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THE HON. MARCUS MORTON, A.B., PRESIDENT AD INTERIM,	BOSTON
BURTON S. FLAGG, A.B., TREASURER	ANDOVER
JOHN ALDEN, Sc.B., CLERK	ANDOVER
THE REV. PROF. JOHN PHELPS TAYLOR, D.D.	ANDOVER
MRS. JOHN WESLEY CHURCHILL	ANDOVER
GEORGE F. SMITH, A.B.	ANDOVER
THE REV. MARKHAM W. STACKPOLE, A.B.	ANDOVER
GEORGE G. DAVIS	NORTH ANDOVER
THE REV. CHARLES H. CUTLER, D.D.	WABAN
THE REV. ALBERT PARKER FITCH, D.D., LL.D.	CAMBRIDGE
THE REV. CHARLES HENRY OLIPHANT	METHUEN

# Faculty—1913-1914

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BERTHA BAILEY, Sc.B., *Principal*  
Psychology, Ethics, Christian Evidences

KATHERINE ROXANA KELSEY, *Assistant Principal*  
Mathematics

NELLIE MARIA MAISON, Science

REBEKAH MUNROE CHICKERING, A.B.  
History and English

MARTHA MELISSA HOWEY, Litt.B.  
Literature and History of Art

OLIVE G. RUNNER, Litt.B. Latin

MARY ETHEL BANCROFT, A.B. English

\*GERTRUDE ELIZA SHERMAN, A.B. French

ELIZABETH STEARNS TYLER, A.B. French

HEDWIG DOROTHEE CRAMER German

RACHEL AUGUSTA DOWD, A.B. Latin

NANCY SIBLEY WILKINS, A.B. Science, Algebra

OTILIE TURNBULL SEYBOLT, A.B.  
Elocution and Physical Education

JOSEPH NICKERSON ASHTON, A.M.  
Chorus Music, Pianoforte, Organ, Harmony  
History of Music

MABEL ADAMS BENNETT Vocal Music

HARRIET RICHARDS ASHTON Violin

EMILY SAWYER BOSLEY Drawing and Painting

CORINNE D' A. LA BRECQUE French Conversation

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RACHEL AUGUSTA DOWD, A.B. Secretary to the Principal

GRACE A. JENKINS Supervisor of Day Scholars

NANCY SIBLEY WILKINS, A.B. Librarian

\*PHILANA MCLEAN In charge of Draper Hall

MARY ELIZABETH CUTTING, A.B.  
In charge of Draper Hall

EDITH HENRIETTA ALDRED Resident Nurse

JANE BRODIE CARPENTER, A.M.  
Keeper of Alumnae Records

\*Leave of absence in Europe.



### THE ANTOINETTE HALL TAYLOR INFIRMARY

In the spring of nineteen hundred and thirteen, the Treasurer of Abbot Academy received from a friend of the school an offer of \$5000.00 for an Infirmary, on condition that at least \$20,000.00 should be raised, that the name of the donor should not be revealed, and that the building should be called "The Antoinette Hall Taylor Infirmary."

By determined effort on the part of the Trustees, a sufficient amount had been pledged in June to make the gift secure. Plans were at once made, and the location chosen. Ground was broken in September, and on the fourteenth of October, the anniversary of the wedding of Prof. and Mrs. Taylor, the first brick was laid by Mrs. Taylor. In spite of the pouring rainstorm, quite a company was present. Prayer was offered by the Rev. Dr. Albert Parker Fitch, President of the Andover Theological Seminary, Cambridge, and the members of the school sang "Fair Alma Mater."

Since that time, the work has been prosecuted with vigor, and the building will be ready for use in September, 1914.

It stands a little to the southeast of Draper Hall, on the site of the old Smith Hall. It is substantially constructed of brick, with white portico and trimmings, and contains ample accommodations for fourteen patients, with suite for the resident nurse, baths, diet kitchens, sleeping-porch, sunparlor, and every convenience.



## Lecturers

- MISS ANNE ELIZABETH MORSE  
April 22. "The Ancient Castles of Wales"
- MR. ALFRED NOYES  
April 26. Readings from his own Poems
- PROFESSOR GEORGE EDWARD WOODBERRY, LL.D.  
April 29. "The Way of a Student with Books"
- PROFESSOR SOPHIE CHANTAL HART  
May 3. "Ideals of Education at Oxford University"
- MISS HELEN KELLER and MRS. MACY  
October 13. "The Heart and the Hand"
- PROFESSOR WILLIAM LYON PHELPS, PH.D.  
November 21. "The Modern Novel"
- MRS. KATE DOUGLAS WIGGIN RIGGS  
December 4. Readings from her Books
- PRESIDENT MARION LEROY BURTON, LL.D.  
December 8. "The Educated Person"

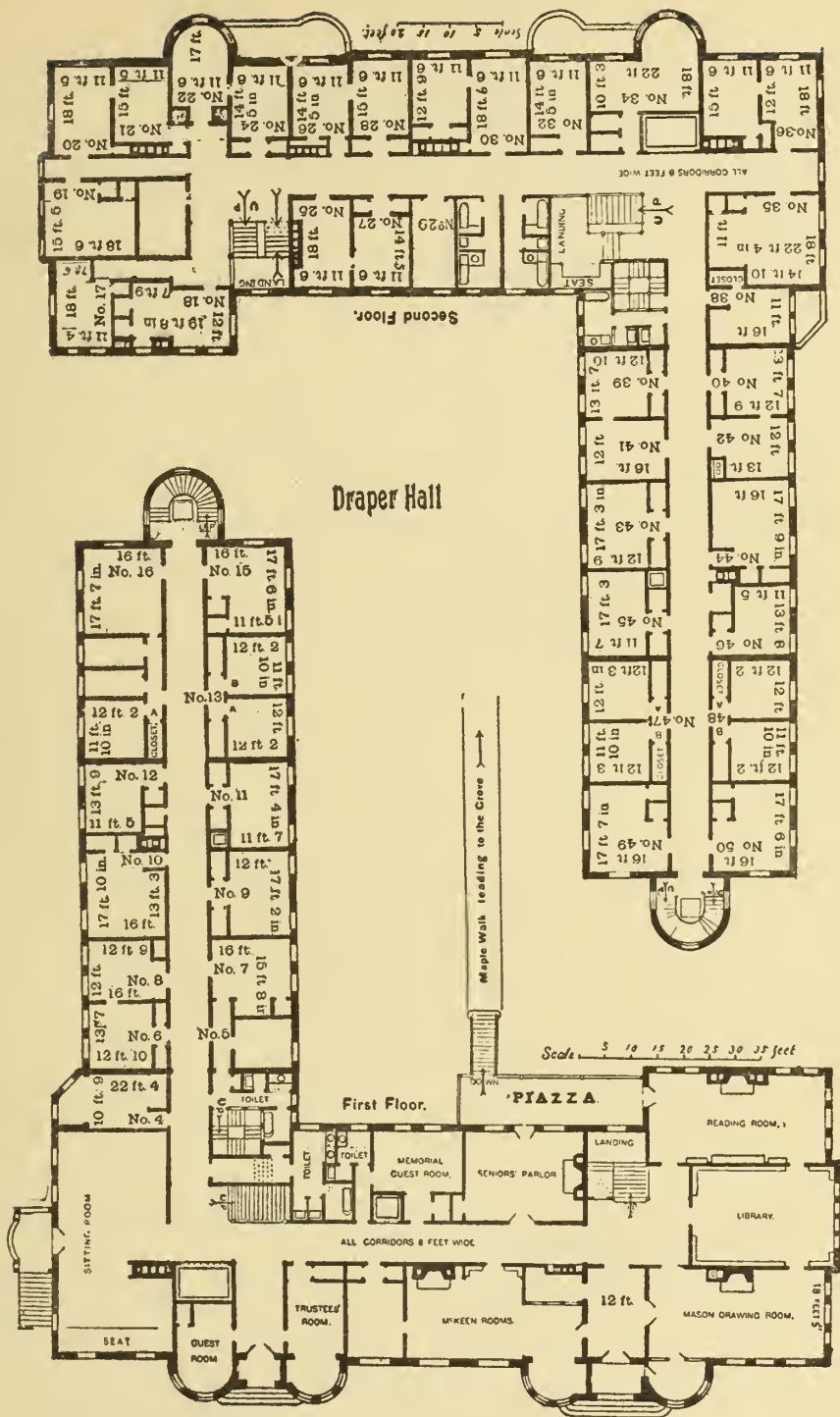
## Concerts

- EIGHT MEMBERS OF SYMPHONY ORCHESTRA  
December 13
- MISS ETHEL LEGINSKA, Pianist  
January 17
- MR. FRANCIS ROGERS, Baritone  
March 14

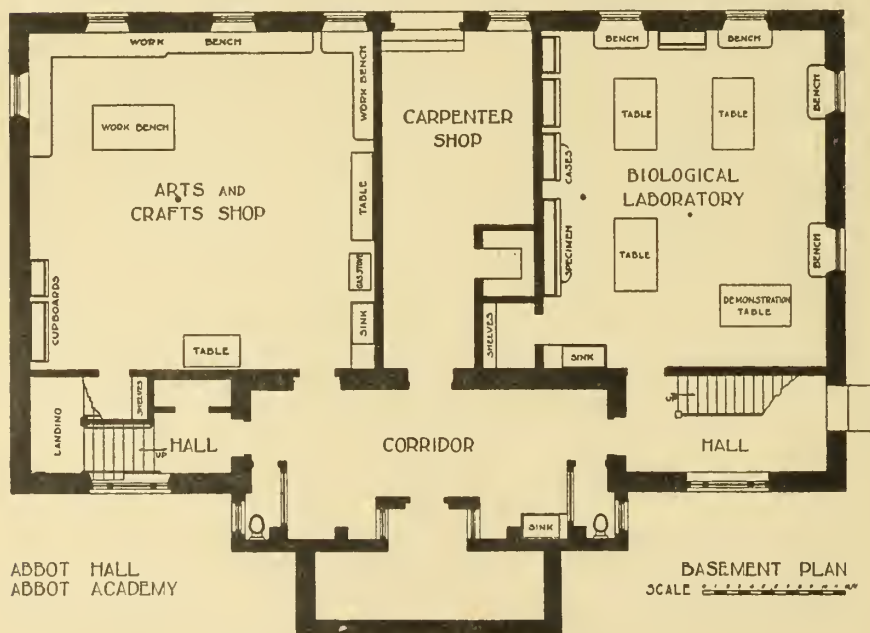
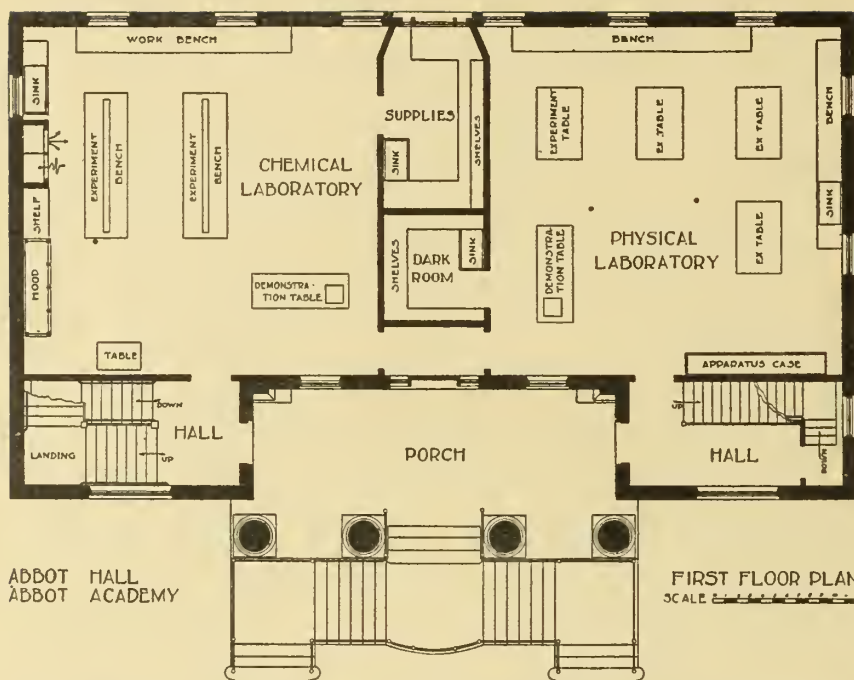
## Speakers

- |                                |  |
|--------------------------------|--|
| REV. E. VICTOR BIGELOW         | REV. MARKHAM W. STACKPOLE              |
| PROF. WILLIAM H. RYDER, D.D.   | REV. CHARLES HENRY OLIPHANT            |
| REV. W. E. LOMBARD             | REV. ROBERT E. SPEER                   |
| REV. H. ROSWELL BATES          | MISS REBEKAH MUNROE CHICKERING         |
| MISS MARY C. WIGGIN            | REV. CLARENCE A. BARBOUR, D.D.         |
| REV. FREDERIC PALMER, D.D.     | REV. ARTHUR BARBER                     |
| MISS OLIVE G. RUNNER           | PROF. EDWARD Y. HINCKS, D.D.           |
| MISS MARTHA M. HOWEY           | PROF. JOHN PHELPS TAYLOR, D.D.         |
| PROF. JOSEPH N. ASHTON, A.M.   | MRS. ROBERT E. SPEER                   |
| DR. ALFRED E. STEARNS          | REV. D. BREWER EDDY                    |
| REV. F. S. LUTHER, D.D., LL.D. | REV. CLARK CARTER                      |
| MISS MARIE D. SPAHR            | REV. FRANK R. SHIPMAN                  |
| MISS H. ISABELLE WILLIAMS      | MRS. ANNA STURGES DURYEA               |
| REV. DAN CRAWFORD              | MISS ANNIE BEECHER SCOVILLE            |
| MISS ELIZABETH GORDON          | PRES. ALBERT PARKER FITCH, D.D., LL.D. |
| REV. NEHEMIAH BOYNTON, D.D.    |  |

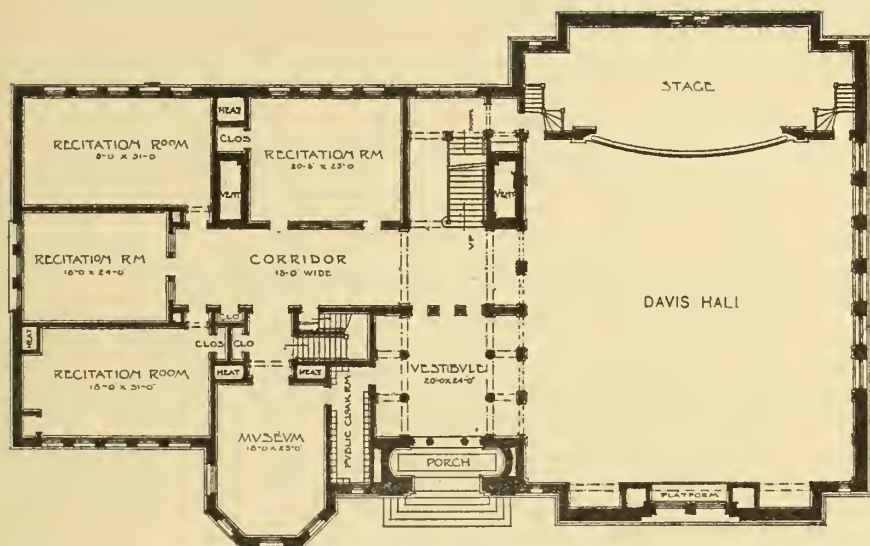






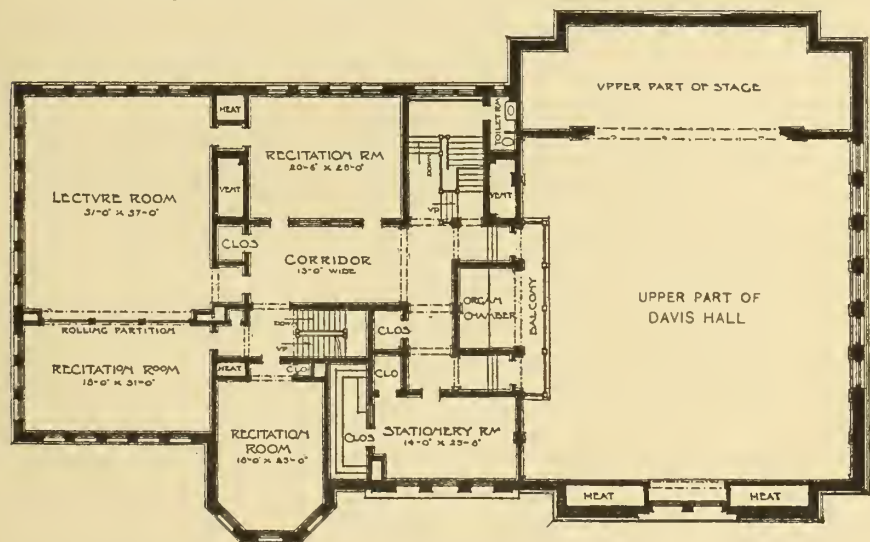


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



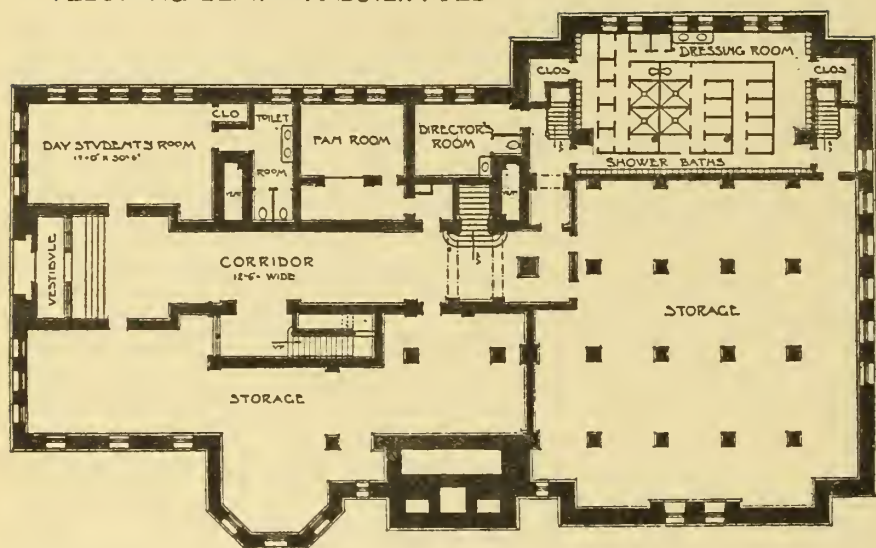
~ PLAN OF FIRST FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



~ PLAN OF BASEMENT ~





ABBOT HALL

# Abbot Academy

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Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instil principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-five years controlled the policy of the school.

## Location

Andover has been for more than a century a centre of educational interests, and its schools attract to it many persons of learning and distinction. The climate is healthful, the soil excellent, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

## Buildings

Six substantial, modern, brick buildings now house the activities of the school. All these buildings are lighted by electricity and heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory



with a five-inch Clark telescope, well-equipped modern laboratories for Physics, Chemistry, Biology, and Geology, and a laboratory for cooking, wood work, metal work and other hand crafts.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the residence hall of the school. Besides its dormitories and parlours, much space is devoted to the Art Studios on the fourth floor, and to the Music Studios on the third. There is a large Library, with a well-lighted Reading-Room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet rooms, fitted with the best modern fixtures, and the plumbing, which was recently renewed, is in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire escapes and extinguishers.

McKEEN MEMORIAL HALL, was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used for entertainments and as a gymnasium. In the organ loft of Davis Hall, has recently been placed a beautiful pipe organ, presented to the school by Mrs.



Dorothy Davis Simpson, a grand-daughter of Mr. George L. Davis. Below the gymnasium, are shower baths with dressing rooms and lockers, and a room for the physical director. The rest of the building has class rooms, with the best modern arrangements for seating, ventilation, heating and lighting, a large study hall for day scholars, with a comfortable sitting room and a dressing room for their use.

THE JOHN-ESTHER GALLERY, a fire-proof building, with a beautiful exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchens, living-room, and bed-rooms, completely fitted for the care of the sick. Certain wards can be entirely isolated in case of contagious disease.

This building was constructed through the gifts of friends of the school, and was named in honor of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

THE SCHOOL LAUNDRY, a substantial building of brick, fitted with modern electrical apparatus for laundry work, has recently been completed. It contains an electric plant, which lights Draper Hall, and ample room for storage.

## Library

THE ACADEMY LIBRARY, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of the Bible, Philosophy, English, French and German Literature, History, Science and Art. It includes

the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, beside works of general interest, an especially rich collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library at all times, as well as the reading room, where they will find the leading magazines, reviews, and religious and secular newspapers.

### Religious Influence

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that *at the time of entrance*, and are expected to pay for seats; all others attend the South Congregational Church, where free sittings are provided for the school.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out of town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through this, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes.

### Health

The developement of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sleeping-porch, its sunny rooms, and its quiet is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

In the matter of simple and appropriate dress, the co-operation of parents is urgently requested.

During school hours, Peter Thomson suits, or other simply-made dresses should be worn. These gowns *should not have low necks or sleeves above the elbow*, and in cold weather shields must be worn with Peter Thomson or middy blouses. A tailored gown for street and church, and two or three simple house gowns for afternoon and evening are necessary. These may not be cut lower than a "Dutch neck." Elaborate lingerie waists and dresses, decollete gowns, trains and expensive jewelry are inappropriate for girls in school and should not be furnished. Proper walking shoes must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella, a waterproof coat, and a wrap to use in going from one building to another are indispensable. Gymnastic suits may be ordered at the school after entrance.

*It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the principal.*

### Students' Rooms

The accommodations for students in Draper Hall are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with roomy closets, and plenty of sunshine and air. There are a number of single rooms, several suites of two connecting rooms, and a few rooms

for two girls. Each girl has a single bed, bureau, bookcase, chairs and all toilet conveniences. Easy chairs (not rockers) and desks may be added to the furniture, but no other large articles, nor may anything in the rooms be displaced without permission. Picture mouldings are in all the rooms, and everything on the walls must be hung from them. Table and bureau covers are desirable. Simple rugs and carpets may be found in the town. Except for sweeping, students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be distinctly marked with her full name.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## Spending Money

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than ten dollars a month for personal uses, beyond what is necessary for books and clothing, and a much smaller sum would be desirable. A deposit to cover this allowance, and such other incidentals as concerts and lectures, should be made with the principal at the beginning of the year. Each student will be furnished a school bank-book and check-book, and will be permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honored. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

## Absence, Visitors and Correspondence

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it*. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand nor anything that is not imperative should call a student from her duties.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will make more than two visits, either at home or elsewhere, during each term, except at times of regular holidays. Frequent absences are disturbing to the school as well as to the student.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the principal.

Visits from friends may be received on Wednesday, and out of study hours on other week-days. A list of persons from whom calls may be allowed should be prepared by parents and given to the principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day



will only be granted on account of illness at home or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work do not allow time for much letter writing.

## Discipline

It is the purpose of the school discipline to train girls to self-control and the wise regulation of their lives. Much liberty is therefore given to trustworthy students and those who abuse confidence are restricted. One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## Admission

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. The regular course requires at least five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students

should bring credentials from certified schools and must accept our requirements for college work.

All studies will be assigned according to the judgment of the principal, with reference to the requirements of the school, and the aim of the pupil.

### Application

The application and credential blanks in the end of the catalogue should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character, Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.



# Courses of Study

## College Preparatory Course

The College Preparatory course meets the requirements of the leading colleges for women, and the school has full certificate privileges to Smith, Mt. Holyoke, Wellesley, Simmons and Vassar Colleges. A diploma will be given to those whom the school is prepared to certificate in all subjects, and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the principal. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the fact that the colleges require certain subjects to be completed within a definite time before entrance. For the best arrangement of work it is important that the choice of a college should be made early in the course.

## Academic Course

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible and Elocution,

which are required of all students. A full course demands two semesters' work. The fourteen full courses must include the following: Language, four; Mathematics, two; History, two; Physics or Chemistry, one; Philosophy, one.

*One of the courses in languages must be Caesar, Bks. I-IV.*

*One of the courses in History must be History IV. (Special periods of History, and History of the Fine Arts.)*

*No account will be taken of less than one year's work in any language.*

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in gymnastics.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

In order to enter the Academic Course with a view to graduation, the student must have completed the work of the Grammar school in English Grammar, Arithmetic, Geography, and United States History.

## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Chorus Singing	(1)
Latin I	(5)	Gymnastics and Dancing	(2)
Algebra	(4)	Spelling and Handwriting	(2)
Elocution	(2)		
Art	(2)		

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Elocution	(2)
Latin II	(5)	Art	(2)
Geometry	(4)	Gymnastics and Dancing	(2)
French or German or History	(5)	Bible I	(2)
	(4)		

## JUNIOR MIDDLE YEAR

ACADEMIC		COLLEGE PREPARATORY	
<i>Required Courses</i>			
English III	(3)	English III	(3)
French or German	(5)	Latin III	(3 or 2)
Gymnastics and Dancing	(2)	French or German	(5)
Chorus Singing	(1)	History	(5)
Bible II	(2)	Algebra	(2 or 3)
		Gymnastics and Dancing	(2)
		Chorus Singing	(1)
		Bible II	(2)
<i>Elective Courses</i>			
Latin	(5)		
French	(5)		
German	(5)		
History	(5)		
Zoology 1st Semester	(4)		
Botany, 2nd Semester	(4)		
Art or Elocution	(2)		

## SENIOR MIDDLE YEAR

ACADEMIC		COLLEGE PREPARATORY	
<i>Required Courses</i>		<i>Required Courses</i>	
English IV	(1)	College English I	(3)
English Literature	(4)	Latin IV	(2 or 3)
Physics or Chemistry	(5-8)	French or German	(5)
Gymnastics and Dancing	(2)	Algebra	(3 or 2)
Bible III	(1)	Gymnastics and Dancing	(2)
		Bible III	(1)
<i>Elective Courses</i>		<i>Elective Courses</i>	
Latin	(5)		
German	(5)	French or German	(5)
French	(5)		
History	(5)	Physics or Chemistry	(5-8)
Astronomy. 1st Semester	(4)	History	(5)
Geology. 2nd Semester	(4)		
Household Science	(4)		
Elocution or Art	(2)		

## SENIOR YEAR

ACADEMIC		COLLEGE PREPARATORY	
<i>Required Courses</i>		<i>Required Courses</i>	
English V	(2)	College English II	(3)
General Literature	(4)	Latin V	(5)
History IV	(4)	French or German	(5)
Philosophy	(4)	Mathematics review	(4)
Gymnastics and Dancing	(2)	Gymnastics and Dancing	(2)
Bible IV	(1)	Bible IV	(1)
<i>Elective Courses</i>		<i>Elective Courses</i>	
Household Economics	(4)	German or French	(5)
German or French	(3)	Physics or Chemistry	(5-8)
History	(4)	History	(4)

# Departments

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## Latin

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

### LATIN I.

D'Ooge, "Latin for Beginners".

Ritchie, "Fabulae Faciles".

### LATIN II.

*Caesar*—Harkness and Forbes, "Caesar's Gallic War". Books I, II, III, IV.

*Ovid*—Gleason, "A Term of Ovid".

*Composition*—Allen and Phillips, "Latin Composition", Part I, based on Caesar.

### LATIN III AND IV.

*Cicero*—Allen and Greenough, "New Cicero": four orations against Catiline, "The Manilian Law", "The Citizenship of Archias". Sight translation.

*Composition*—Allen and Phillips, Part II, based on Cicero.

### LATIN V.

*Vergil*—Knapp, "Vergil's Æneid", Books I-VI. Sight translation.

*Composition*—Daniel and Brown, "New Latin Composition", Part III. Grammatical Review.

## Greek

5 periods a week.

The aim of the course is to give such familiarity with inflectional forms, vocabulary, syntax, and the Greek manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The works chosen may vary from year to year.

### GREEK I.

White, "First Greek Book".

### GREEK II.

Goodwin and White, "Anabasis". Books I, II, III.

Sight translation in the Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

### GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## French

5 periods a week.

Students are drilled in conversation, dictation, sight-reading, and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once

a week the classes are conducted by a native French teacher. Opportunity is given for French conversation in the dining-room.

#### FRENCH I.

*Grammar*—Chardenal, "French Grammar".

*Composition*—Oral and written translation of the exercises in the grammar.

*Reading*—Books such as the following are read: Aldrich and Foster, "French Reader"; Malot, "Sans Famille"; Legouv   et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Legendes".

#### FRENCH II.

*Grammar*—Fraser and Squair, "French Grammar", Part II.

*Composition*—Fran  ois, "Introductory French Prose Composition".

*Reading*—Books such as the following are read: Sand, "La Mare au Diable"; Merrim  e, "Columba"; De la B  dolli  re, "La M  re Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d' Arc".

#### FRENCH III.

*Grammar*—Fraser and Squair, "French Grammar", Part II.

*Composition*—Bouvet, "French Syntax and Composition",

*Reading*—Such books as the following are read: Loti, "P  cheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seigli  re"; Hugo, "Hernani"; Moli  re, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo,

“La Chute”; Lamartine, “Scènes de la Révolution Française”; Scribe et Legouvé, “La Bataille de Dames”.

#### FRENCH IV.

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's “Histoire de la Littérature Française” is used as a text-book, although constant use is made of the French and English books in the library. Reading from some of the following: “La Chanson de Roland” (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers on the periods and men studied are presented in that language.

All text-books are subject to change.

### German

5 periods a week.

#### GERMAN I.

*Grammar and Composition*—Collar, “First Year German.”

*Reading*—Books such as the following are read: Guerber, “Märchen and Erzählungen”; Foster, “Geschichten und Märchen”; Hempl, “The Easiest German Reading”; Müller, “Glück Auf”; Grimm, “Märchen”; Meissner, “Aus meiner Welt”; Betold, “German Stories”; Stolze, “Bunte Geschichten”; “Till Eulenspiegel”; Spyri, “Rosenresli”; Storm, “Immensee”; Schiller, “Der Neffe als Onkel”; Gerstäcker, “Germelshausen.”

*Poetry*—Wenckebach, “Schönsten Deutschen Lieder.”

#### GERMAN II.

*Grammar*—Joynes-Meissner, “German Grammar.” Review of the grammar and syntax.

*Composition*—“An American in Germany,” by E. E. Pattou; Pope, “Writing and Speaking German.”



*Reading*—Books such as the following are read: Stern, "Geschichten vom Rhein"; Jensen, "Die braune Erica"; Zschokke, "Der zerbrochene Krug"; Fouqué, "Undine"; Wildenbruch, "Das Edle Blut," "Neid"; Benedix, "Hochzeitsreise," "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; H. Schoenfeld, "German Historical Prose."

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder."

### GERMAN III.

*Grammar*—Joynes-Méissner, "German Grammar."

*Composition*—Pope, "Writing and Speaking German."

*Reading*—Riehl, "Fluch der Schönheit"; "Burg Neideck"; Scheffel, "Trompeter von Säckingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim".

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder."

*Conversation*—Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German tables also offer an opportunity to this end.

The text-books in all classes are subject to change.

### History

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—5 periods a week.

*First Semester*—Ancient and Grecian History.

*Second Semester*—Roman History.

Wolfson, "Essentials in Ancient History."

Botsford, "History of Greece," "History of Rome."

HISTORY II.—4 periods a week.

English History.

Cheyney, "Short History of England."

Kendall, "Source Book of English History."

HISTORY III.—4 periods a week.

European History or American History.

Harding, "Essentials in Mediaeval and Modern History"; Woodburn and Moran, "American History and Government."

HISTORY IV.—4 periods a week.

2 periods a week—Periods of History with special emphasis upon the growth of the Church.'

Allen, "Outlines of Christian History."

Clarke, "Events and Epochs in Religious History."

Robinson, "History of Western Europe."

2 periods a week—History of Fine Arts.

Lectures, fully illustrated with slides and photographs; the making of illustrated note books; text-book and reference work.

## English

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English courses is to train the student to work intelligently, to think clearly, and to speak and

write good English; to stimulate and foster in her a genuine interest in literature through the study of selected masterpieces.

ENGLISH I.—4 periods a week.

*Word study*—Buehler, "Practical Exercises in English."

*Grammar*—Review.

*Composition*—Constant written work; sentence and paragraph structure, simple description and narration, letter-writing, invitations, original work. Hitchcock, "Enlarged English Composition."

*Literature*—Selected readings. In 1912-1913, these included "Ivanhoe"; "Twice Told Tales"; "Lars"; "Snow-Bound"; "The Vision of Sir Launfal"; and "The Lays of Ancient Rome."

ENGLISH II.—4 periods a week.

*Grammar and Rhetoric*—Shackford-Judson, "Composition and Rhetoric."

*Composition*—One long theme a week, constant written work, in and out of class. Paragraph-structure, description, narration, exposition, letter-writing, versification, reproduction, imitation, original work.

*Literature*—Selected readings. In 1912-13, these included "The Ancient Mariner", "An Elegy in a Country Churchyard", "The Deserted Village", "Silas Marner", "The Sir Roger de Coverley Papers", selections from "The Idylls of the King", "The Tale of Two Cities", "Sohrab and Rustum", and "The Merchant of Venice".

ENGLISH III.—3 periods a week.

*Composition*—Paragraph-structure, construction of the theme, principles of the four kinds of writing, the essay, versification. Constant class written work, weekly long themes. Reports of current events. Shackford-Judson, "Composition and Rhetoric".

*Literature*—Selected readings. In 1912-13, these included “The House of Seven Gables”, “Treasure Island”, “A Midsummer Night’s Dream”, “The Talisman”, “Marmion”, ‘Cranford”, and the Shorter Poems of Tennyson.

#### ENGLISH IV.

*Literature*—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long’s “History of English Literature”, and typical masterpieces of the successive periods.

*Composition*—1 period a week. Themes, criticism, versification, study of the novel.

#### ENGLISH V.

*Literature*—4 periods a week.

*First Semester*—A course in general literature, based on the study of the representative classics of the world (in translation).

*Second Semester*—A course in the poetry and prose of the Nineteenth Century.

*Composition*—1 period a week. Theme, criticism, study of the novel (continued), and of contemporary writing.

*Shakespeare*—1 period a week. Study of the development of Shakespeare’s art. Six plays.

#### COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

### Philosophy and Theism

Calkins, “A First Book in Psychology”; James, “Shorter Psychology”; Dewey and Tufts, “Ethics”; Flint, “Theism”, and Row, “Christian Evidences” are the text-books used in the Senior course.

Modern scientific Psychology is used as a basis for the study of the ethical and religious development of man's nature.

## Mathematics

In the Academic course a year of Algebra and a year of Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra are required during the Senior year.

The work in both subjects covers the College entrance requirements.

Text-books used in 1913-1914:

First and Second Courses in Algebra by Hawkes, Luby and Touton.

Plane Geometry by Wentworth and Smith.

## Science

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well provided with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—5 to 8 periods a week.

A study of the more important elements and their compounds, with emphasis upon the practical application of the science to every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements.

A half course in Qualitative Analysis is open to students who have completed the elementary course.

PHYSICS.—5 to 8 periods a week.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

ASTRONOMY.—4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

GEOLOGY.—4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

ZOOLOGY.—4 periods a week, first semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and upon the economic importance of animal life, as illustrated especially by the invertebrates.

Laboratory study of types illustrative of the main subdivisions.

Materials for study, microscopes and necessary instruments are provided for each student.

BOTANY.—4 periods a week, second semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading groups.



Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

## Household Science and Economics

Open only to members of the Senior and Senior Middle classes, and to High School graduates.

I. HOUSEHOLD SCIENCE.—4 periods a week. Senior or Senior Middle year.

A study of the scientific principles underlying the care of a household, including a consideration of heating, ventilation, water supply, drainage and sanitation, cleaning, foods and their values, personal hygiene, and the care of the sick, public hygiene, care of children, with laboratory work, particularly in *cooking*.

Either Physics or Chemistry is a pre-requisite for this course. If neither of these has been taken earlier, one of them may be taken during the same year as the Household Science.

II. HOUSEHOLD ECONOMICS.—4 periods a week. Senior year.

A study of the production and distribution of materials used in the home; of the relations of consumer and producer; of markets and market conditions; of the selection and care of furniture, fabrics, utensils, clothing and other articles of household use; of the apportionment of income, accounts; of home building and beautifying.

Visits are made to factories, shops and markets, and instruction is given in plain sewing and dressmaking.

Course I, Household Science, is a pre-requisite for this course.

Laboratory charges for materials are made in both courses.



## Bible

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I.—2 periods a week.

Old Testament Heroes, first semester.

The Life of Christ, second semester.

BIBLE II.—2 periods a week.

The Literature and History of the Old Testament.

BIBLE III.—1 period a week.

The Teachings of Jesus.

BIBLE IV.—1 period a week.

The founding of the Church: the teachings of St. Paul.

## Music

The department of music offers systematic instruction in pianoforte and organ playing; in harmony, musical theory and history; in vocal culture; and in violin and mandolin playing. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

PIANO.

Both elementary and advanced instruction are given. Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical

appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Jensen, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Scarlatti, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Raff, Brahms, Rheinberger, Saint-Saens, Grieg, MacDowell, Debussy.

#### VIOLIN.

The violin work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

#### VOICE.

The vocal department gives elementary and advanced exercises for correct tone placing and breathing and careful development of the voice; special attention is paid to purity, quality, and flexibility of voice, and to phrasing and diction. French, German, and Italian as well as English songs are studied. Vocalizes by Marchesi.

#### THE STRUCTURE AND HISTORICAL DEVELOPMENT OF MUSIC.—2 periods a week.

A course in musical theory, appreciation and interpretation; sound, notation, rhythm, melody, harmony, the orchestra and orchestration; the history of music, study of the great composers, their lives, works and influence upon the development of modern music.

The entire course will cover two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

## GENERAL MUSICAL ADVANTAGES.

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

Recitals by the pupils accustom them to public performance.

A series of three recitals by distinguished artists is given each year in Davis Hall.

A limited number of tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are occasional opportunities to attend other concerts in Boston.

In 1912, Mrs. Dorothy Davis Simpson presented the Academy with an organ with electric fan-blower, and all modern appliances. It is used for recitals, and to accompany choral singing. It is also available for the use of students in organ-playing.

## Drawing

The course includes drawing in black and white, pastel, and painting in oil and water color.

The instruction, like that of the best schools of art in this country and in Europe, is to teach how to see nature as well as to express technically what is seen. It is especially helpful to those intending to study some form of art after leaving the school, or to those with a liking for drawing who wish to become more appreciative of artistic things.

The studio is well lighted, large, and furnished with many casts of the best Greek, Roman and Renaissance sculpture, together with a good collection of still-life objects.

In the John-Esther Gallery, belonging to the school, is a large collection of paintings which, together with special exhibitions of modern painters held in the gallery, furnish good examples of art for study. Visits may be made to the Museum of Fine Arts in Boston, and to other collections of artistic value.

## Elocution

This work is planned to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight intelligently and expressively.

It includes careful attention to breathing and to correct tone placing; drill in articulation and in tone production; and analysis of selected prose and poetry in order to express truly its thought.

Plays are given each year by the Senior, and Senior Middle classes, and by one of the Modern language departments. Among plays recently given are: "The Winter's Tale," and "She Stoops to Conquer," by the Senior Classes; "King Rene's Daughter," and "A Rose of Plymouth Town" by the Senior Middlers; and "Wilhelm Tell," and "A Quoi revent les jeunes Filles" by the language departments.

## Physical Education

The object of the work is to develop a healthy body under the control of the will.

Special care is taken to correct faulty postures, and to develop good breathing and carriage. Measurements are taken at the beginning of the year, and again at the end.

Classes meet for practice twice a week. Gymnastic games and dancing are an important part of the work.

During the Spring and Fall, tennis, basket-ball, tether-ball, field hockey, and cross country walks, give active outdoor exercise. In the Winter, skating, coasting, snowshoeing, and skiing are favorite sports.

## Expenses

	PER YEAR
Board and Tuition . . . . .	\$600.00
Tuition for Day Scholars . . . . .	120.00
Piano and Organ:	
Two lessons a week, one-half hour each . . . . .	100.00
One lesson a week, three-quarter hour each . . . . .	75.00
Use of piano, one period daily . . . . .	9.00
Use of organ and electric blower, one period daily . . . . .	30.00
Vocal Music:	
Two lessons a week . . . . .	120.00
One lesson a week . . . . .	75.00
Violin course of 30 lessons, one lesson a week . . . . .	90.00
Mandolin or Guitar, 30 lessons, one lesson a week . . . . .	50.00
Drawing and Painting: one lesson, one criticism a week . . . . .	90.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Laundry, (unstarched), per dozen, .40.	

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; three hundred and twenty-five dollars (\$325) in September, at the time of entrance; and two hundred and fifty dollars (\$250) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse,

for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the principal for the personal allowance of each student for spending-money. (See page 16). This deposit must be renewed when exhausted.

### Scholarship Foundations

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand (\$60,000) Dollars.

These scholarships are administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship . . . . .	\$1000
The Brewster Scholarship . . . . .	1000
The French Scholarship . . . . .	1000
The New Hampshire Scholarship . . . . .	1000
The Draper Scholarship . . . . .	1000
The Minnie E. Lewis Scholarship . . . . .	1000
The Abby W. Boyd Scholarship . . . . .	1000
The Rice Scholarship . . . . .	1000
The Rufus S. Frost Scholarship . . . . .	1000
The Nancy J. Haseltine Scholarship . . . . .	2000
The Mary A. Richards Scholarship . . . . .	400
The Faith Scholarship . . . . .	700
The Phebe Fuller McKeen Scholarship . . . . .	2500
The Andover or Coburn Scholarship . . . . .	2000
The John Cornell Scholarship . . . . .	3000
The Frieda Gerlach Billings Scholarship . . . . .	7500
The Timothy Augustus Holt Scholarship . . . . .	26000
The Raymond Scholarship . . . . .	5000
The Charlotte Cornell Scholarship . . . . .	4000
The Charlotte Ward Briant Scholarship . . . . .	1000

## Enrollment of Students

Boarding Students	.	.	.	.	.	.	.	80
Day Students	.	.	.	.	.	.	.	58
Total	.	.	.	.	.	.	.	138

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## Distribution by States and Territories

Massachusetts, one hundred; New York, eight; New Hampshire, Connecticut, each five; Pennsylvania, four; Ohio, Indiana, Maine, New Jersey, each two; Vermont, Tennessee, Oregon, Washington, Minnesota, Colorado, Hawaii, England, each one.

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## Abbot Academy Clubs

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former students, and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

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## Alumnae Association

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.



## History of Abbot Academy

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, will receive prompt attention.

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## The Abbot Courant

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

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## General Catalogue

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.



ABBOT ACADEMY  
CATALOGUE OF STUDENTS  
1913-1914

# Students 1913-1914

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## Academic Senior Class

Mildred Louise Allaman	Dayton, Ohio
Miriam Bancroft	Concord, N. H.
Dorothy Bennett	Beverly
Margaret Ingham Blake	Ivoryton, Conn.
Harriett Bowman	Muncie, Ind.
Helen Darlington Burk	Philadelphia, Pa.
Marion Clark	Andover
Olive Wanda Dean	Andover
Frances Miner Dowd	Madison, Conn.
Helen Elizabeth Gilbert	Bolton
Hildegarde Emma Wilder Gutterson	Winchester
Helen Elizabeth Hamblet	Lawrence
Helen Doris Hanscom	Lawrence
Elizabeth Margaret Johnson	Andover
Laura Northey Marland	Ballardvale
Bertha Wessel	Lawrence
Elsie Whipple	Andover
Marie Estelle Winsor	Asbury Park, N. J.
Margaret Wylie	Walla Walla, Wash.

## College Senior Class

Elisabeth Poole Bartlett	Andover
Lillian Frances Conroy	Andover
Elsie Grosvenor Gleason	Andover
Mary Rutherford Harsh	Nashville, Tenn.
Gladys Abbot Walker Higgins	Andover
Mary Alice Hildreth	Bethlehem, N. H.
Mildred Amy Horne	Honolulu, Hawaii
Frances Laura Jones	Portland, Oregon
Lucretia Lowe	Andover
Esther Margaret Parks	Cleveland, Ohio
Katharine Elizabeth Selden	Andover
Alice Curtiss Sweeney	Lawrence

## Academic Senior Middle Class

Mildred Louise Akerley	Reading
Norma Allen	Hartford, Conn.
Rena Lois Atwood	Brockton
Marion Paradise Barnard	Andover
Eleanor Wilder Bartlett	Andover
Marion Mather Brooks	Brookline

Barbara Brown  
 Anna May Burke  
 Sarah Whitney Cushing  
 Mary Flynn  
 Betty Marie Gleason  
 Rhea Katherine Koons  
 Martha Lamberton  
 Mattie Catlin Larrabee  
 Charlotte Morris  
 Glayds Louise Murray  
 Jessie Marie Nye  
 Gertrude May Shackleton  
 Olga Louise Sjöström  
 Winifred Weston Warren  
 Ada Ferguson Wilkey  
 Harriette Woolverton

Malden  
 Winthrop  
 St. Albans, Vt.  
 Lawrence  
 Worcester  
 Muncie, Ind.  
 Franklin, Pa.  
 West Roxbury  
 Philadelphia, Pa.  
 Brookline  
 Bucksport, Maine  
 Lawrence  
 Lawrence  
 Norfolk, England  
 Cambridge  
 Valatie, N. Y.

### College Senior Middle Class

Elizabeth May Allen  
 Muriel Baker  
 Phyllis Brooks  
 Marion Clark Hamblet  
 Freda Joslin  
 Esther Lucile Kilton  
 Catherine Cushman Leach  
 Elizabeth Frye Leach  
 Dorothy Pillsbury  
 Esther Harriett Rutter  
 Esther Sheldon

Andover  
 Cambridge  
 Andover  
 Lawrence  
 Malden  
 Worcester  
 Andover  
 Andover  
 Derry, N. H.  
 Lawrence  
 New Haven, Conn.

### Junior Middle Class

Vera Louise Allen  
 Marion Dunbar Atwood  
 Ada Brewster  
 Laura Alice Cheever  
 Mildred Henderson Crockett  
 Charlotte Eaton  
 Lois Edna Erickson  
 Dorothy Ruth Foster  
 Marjorie Floyd Freeman  
 Agnes Campbell Grant  
 Eleanor Johnson Hale  
 Helene Charlotte Hardy  
 Ruth Jackson  
 Elizabeth Harding Kinnell  
 Agnes Jamison Leslie  
 Ruth Lindsay  
 Jessie Agnes Lumsden  
 Gertrude Nelb  
 Bernice Overend

Cohasset  
 Rockland  
 Andover  
 Andover  
 Manchester, N. H.  
 Ballardvale  
 Dorchester  
 Pittsfield  
 Lawrence  
 Andover  
 Lawrence  
 Dorchester  
 Malden  
 Pittsfield  
 Newburgh, N. Y.  
 Andover  
 Everett  
 Lawrence  
 Lawrence

Eugenia Parker  
 Margaret Lewis Perry  
 Alice Beardslee Prescott  
 Marion Adelaide Selden  
 Harriet Bliss Shaw  
 Emma Marie Stohn  
 Elsa Margaret Wade  
 Josephine Walker  
 Madeline Rich Wyman

Winchester  
 Newton Center  
 Andover  
 Andover  
 Cripple Creek, Col.  
 Roslindale  
 Andover  
 Concord, N. H.  
 Brewer, Maine

## Junior Class

Harriet Hilton Balfe  
 Carita Bigelow  
 Helen Virginia Blood  
 Bernice Patterson Boutwell  
 Edith Foster Butler  
 Ruth Farrington Clark  
 Ursula Thayer Kimball  
 Myra Eurilla McLean  
 Marion Emma Mellor  
 Harriet Josephine Murdock  
 Cornelia Bancroft Sargent  
 Marion Hutchinson Vittum  
 Helen Elizabeth Warfield  
 Jane Woodward

Newburgh, N. Y.  
 Andover  
 East Lynn  
 Lowell  
 Brooklyn, N. Y.  
 North Andover  
 Burlington, Vt.  
 West Somerville  
 Lawrence  
 Meriden, Conn.  
 Lawrence  
 Beverly  
 Brooklyn, N. Y.  
 Anoka, Minn.

## Preparatory Class

Louise Josephine Albrecht  
 Marguerite Wilhelmina Albrecht  
 Ruth Emily Allen  
 Constance DeMounier Barbey  
 Mary Osgood Bartlett  
 Gwendolen Brooks  
 Dorothy Bushnell  
 Helen Frances Cutting  
 Margaret Davis  
 Mary Freethy Davis  
 Helen Aldrich Dole  
 Dorothy Fairfield  
 Barbara Ferguson  
 Helen Wentworth French  
 Mariette Goodrich  
 Gertrude Emma Horne  
 Esther Violet Milliken  
 Margaret Mitchell  
 Florence Evelyn Mott  
 Dorothy Newton  
 Katherine Menzies Pinckney  
 Hilda Belle Temple

Sharon  
 Sharon  
 Andover  
 Brookline  
 Andover  
 Andover  
 Andover  
 Brooklyn, N. Y.  
 Worcester  
 Lawrence  
 Lawrence  
 Winchester  
 Lexington  
 Andover  
 Andover  
 Lawrence  
 Lawrence  
 Andover  
 Ballardvale  
 Andover  
 Andover  
 Andover

## Unclassified

Dorothy Bond  
Alice Fidler  
Myrtle Barbara Goodwin  
Lillon Priscilla Hamer  
Miriam Huntington  
Louise King  
Helen Russell Moody  
Margarethe Ida Stohn  
Janet Tenney

Reading  
Scranton, Pa.  
New York City  
Lawrence  
Newton Centre  
Peabody  
Port Richmond, N. Y.  
Jersey City, N. J.  
Methuen



## Music Students

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### Piano

Louise Josephine Albrecht  
Marguerite Wilhelmina Albrecht  
Rena Lois Atwood  
Muriel Baker  
Harriet Hilton Balfe  
Marion Paradise Barnard  
Anna May Burke  
Ruth Farrington Clark  
Mary Freethy Davis  
Helen Aldrich Dole  
Lois Edna Erickson  
Barbara Ferguson  
Eleanor Johnson Hale

Agnes Jamison Leslie  
Lucretia Lowe  
Harriet Josephine Murdock  
Dorothy Newton  
Gertrude May Shackleton  
Harriet Bliss Shaw  
Olga Louise Sjöström  
Emma Marie Stohn  
Helen Elizabeth Warfield  
Winifred Weston Warren  
Bertha Wessel  
Ada Ferguson Wilkey  
Harriette Woolverton

Helen Elizabeth Hamblet

### Voice

Mildred Louise Allaman  
Norma Allen  
Miriam Bancroft  
Elisabeth Poole Bartlett  
Dorothy Bennett  
Sarah Whitney Cushing  
Frances Miner Dowd  
Alice Fidler  
Helen Doris Hanscom

Frances Laura Jones  
Rhea Katherine Koons  
Gertrude Nelb  
Esther Margaret Parks  
Margarethe Ida Stohn  
Helen Elizabeth Warfield  
Winifred Weston Warren  
Elsie Whipple  
Margaret Wylie

Helene Charlotte Hardy

### Violin

Helen Virginia Blood

Jessie Agnes Lumsden

Full name and address of applicant.

Does she wish lessons in special drawing or painting?

Date of birth.

Does she wish a room-mate?

Full name of parent or guardian

What is the condition of her health?

Business address.

What church does she attend?

Is the applicant a graduate of any school? What was the last school attended, and for how long? What other schools has she attended?

Is she a member of any church?

Does she apply for the academic or college preparatory course?

Address of persons to whom reference may be made.

If for the latter, for what college does she wish to be prepared?

Social

Does she wish to study music?

Financial

## Application Blank

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

191

Application is hereby made for the admission of my  
.....as a 

day	} student at Abbot Academy, for
boarding	

  
the school year beginning September , 191 . Enclosed is my  
check for \$25.00 for reservation of place, to be credited on the  
bill for tuition. I have carefully read and accept the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1914. I promise that my.....shall conform to  
the regulations of the Academy, and that she shall be punctual  
in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian.

This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

MISS BERTHA BAILEY,  
*Principal.*



## Credential Blank

Name of student

## Abbot Academy

Andover, Mass.

## Credential Blank

191

TO THE PRINCIPAL,

Abbot Academy, Andover, Mass.

I hereby certify that Miss.....  
has not only studied but satisfactorily completed the subjects  
which I have indicated in the following list.

.....  
Signature of Principal.

.....  
Name of School.

.....  
(Please indicate also any subjects with which she was credited upon  
entrance to your school.)

Have the following subjects been completed as required for  
entrance to High Schools:

English

Geography

Arithmetic

U. S. History and Constitution







**ABBOT ACADEMY**  
**ANDOVER, MASS.**

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**1915—1916**



ABBOT ACADEMY  
· ANDOVER, MASSACHUSETTS

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CIRCULAR OF INFORMATION

FOR

1915-1916

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ANDOVER  
1915



# CALENDAR

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## 1915-1916

1915

April 7, Boarding Students register before 6 P.M.

April 8, Thursday, 9 A.M.

June 8, Tuesday

Spring term begins

School year ends

Summer Vacation

September 15, Boarding Students register before 6 P.M.

September 16, Thursday, 9 A.M.

November 25, Thursday

December 16, Thursday, 12 M.

Fall term begins

Thanksgiving Day

Fall term ends

Christmas Vacation

1916

January 5, Boarding Students register before 6 P.M.

January 6, Thursday, 9 A.M.

January 29, Saturday

January 31, Monday

March 23, Thursday, 12 M.

Winter term begins

First semester ends

Second semester begins

Winter term ends

Spring Vacation

April 5, Boarding Students register before 6 P.M.

April 6, Thursday, 9 A.M.

June 6, Tuesday

Spring term begins

School year ends

## TRUSTEES

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THE HON. MARCUS MORTON, A.B., PRESIDENT AD INTERIM	BOSTON
BURTON S. FLAGG, A.B., TREASURER	ANDOVER
JOHN ALDEN, Sc.B., CLERK	ANDOVER
THE REV. PROF. JOHN PHELPS TAYLOR, D.D.	ANDOVER
MRS. JOHN WESLEY CHURCHILL	ANDOVER
GEORGE F. SMITH, A.B.	ANDOVER
THE REV. MARKHAM W. STACKPOLE, A.B.	ANDOVER
GEORGE G. DAVIS	NORTH ANDOVER
THE REV. CHARLES H. CUTLER, D.D.	WABAN
THE REV. ALBERT PARKER FITCH, D.D.	CAMBRIDGE
THE REV. CHARLES HENRY OLIPHANT	METHUEN

# FACULTY

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1914-1915

BERTHA BAILEY, Sc.B., <i>Principal</i>	Psychology, Ethics, Christian Evidences
KATHERINE ROXANNA KELSEY, <i>Assistant Principal</i>	Mathematics
NELLIE MARIA MASON	Science
REBEKAH MUNROE CHICKERING, A.B.	History, English
MARTHA MELISSA HOWEY, Litt.B.	Literature, History of Art
OLIVE G. RUNNER, Litt.B.	Latin
MARY ETHEL BANCROFT, A.B.	English
GERTRUDE ELIZA SHERMAN, A.B.	French
HEDWIG DOROTHEE CRAMER	German
RACHEL AUGUSTA DOWD, A.B.	Latin
NANCY SIBLEY WILKINS, A.B.	Algebra
ALICE DEAN SPAULDING	Reading and Speaking, Physical Education
NATALIE BROOKS THOMPSON, B.S.	Household Science and Economics
JOSEPH NICKERSON ASHTON, A.M.	Chorus Music, Pianoforte, Organ, Harmony
	History of Music
MABEL ADAMS BENNETT	Vocal Music
HARRIET RICHARDS ASHTON	Violin
FLORENCE HOWLAND RAMSAY	Drawing and Painting
CORINNE D' A. LA BRECQUE	French Conversation
<hr/>	
HARRIET BIXBY	Secretary to the Principal
GRACE A. JENKINS	Supervisor of Day Scholars
NANCY SIBLEY WILKINS, A.B.	Librarian
PHILANA MCLEAN	In charge of Draper Hall
EDITH HENRIETTA ALDRED	Resident Nurse
JANE BRODIE CARPENTER, A.M.	Keeper of Alumnae Records



## LECTURERS

- PROFESSOR SOPHIE CHANTAL HART, A.M., of Wellesley College  
May 2. "The Relation of Poetry to Life"
- PROFESSOR JOHN MASON TYLER, PH.D., of Amherst College  
May. 8. "Conformity to Environment"
- PRESIDENT MARY E. WOOLLEY, LITT.D., LL.D., of Mount Holyoke College  
May 19. "The Benefits of a Liberal Education"
- MISS ANNIE JUMP CANNON, A.M., of the Harvard Observatory  
October 24. "Familiar Stars"
- MISS ANNIE BEECHER SCOVILLE  
November 9. "When Shakespeare Came to London"
- PRESIDENT WILLIAM F. SLOCUM, D.D., LL.D., of Colorado College  
November 28. "The Higher Life"
- MR. JOHN KENDRICK BANGS  
December 11. Readings from his own Christmas Stories
- MR. AND MRS. PERCY SCHOLDS of London, England  
February 11. "The Golden Age of British Music"
- HON. HAMILTON WRIGHT MABIE, LL.D.  
February 19. "Our Japanese Neighbors"
- REV. FREDERICK W. CHUTTER  
March 6. "Egypt the Land of Mist and Mystery"
- MADAME E. GUERIN of Lyons, France  
March 12. "Marie Antoinette"

## CONCERTS

- THE ZOELLNER STRING QUARTETTE, December 5
- MISS ETHEL LEGINSKA, Pianist, January 21
- MME. ANITA RIO, Soprano, February 25

## SPEAKERS

Sermon to the Graduating Class, June 7, 1914, by the REVEREND SAMUEL H. DANA, D.D., of Exeter, N. H.

Address to the Graduating Class, June 9, 1914, by PRESIDENT JOHN MARTIN THOMAS, D.D., LL.D., of Middlebury College, Vermont.

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|---------------------------------|--------------------------------|
| REV. GEORGE H. GUTTERSON        | REV. CLARK CARTER              |
| MR. JOHN ALDEN                  | REV. FREDERIC PALMER, D.D.     |
| REV. ASA MERRICK PARKER         | REV. E. VICTOR BIGELOW         |
| REV. ROBERT E. SPEER, D.D.      | MRS. JOSEPHINE PEABODY MARKS   |
| REV. RAYMOND CALKINS            | MISS KATE P. LORING            |
| MISS MABEL HEYWOOD              | MR. ROBERT WOODS               |
| REV. CLARENCE A. BARBOUR, D.D.  | MRS. LUCIA AMES MEAD           |
| PROF. JOSEPH N. ASHTON, A.M.    | REV. CHARLES R. BROWN, D.D.    |
| REV. MARKHAM W. STACKPOLE       | MISS REBEKAH MUNROE CHICKERING |
| REV. CHARLES HENRY OLIPHANT     | MRS. KATE WARE SMITH           |
| PROF. WILLIAM H. RYDER, D.D.    | MISS MARY C. WIGGIN            |
| MISS ANNIE BEECHER SCOVILLE     | PROF. EDWARD Y. HINCKS, D.D.   |
| REV. CHARLES H. DICKINSON, D.D. |                                |





DRAPER HALL

# ABBOT ACADEMY

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Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-six years controlled the policy of the school.

## LOCATION

Andover has been for more than a century a centre of educational interests, and its schools attract to it many persons of culture and distinction. The climate is healthful, the soil excellent, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

## BUILDINGS

Six substantial, modern, brick buildings now house the activities of the school. All these buildings are lighted by electricity and heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-

equipped modern laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the residence hall of the school. Besides its dormitories and parlours, much space is devoted to the Art Studios on the fourth floor, and to the Music Studios on the third. There is a large Library, with a well-lighted Reading-Room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet rooms, fitted with the best modern fixtures, and the plumbing, which was recently renewed, is in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire escapes and extinguishers.

McKEEN MEMORIAL HALL, was opened in 1904. It was built through the gifts of alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used for lectures, concerts, plays, and for gymnastics. In the organ loft of Davis Hall, has recently been placed a beautiful pipe organ, presented to the school by Mrs. Dorothy Davis Simpson, a granddaughter of Mr. George L. Davis. Below the gymnasium, are shower baths with

dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, with the best modern arrangements for seating, ventilation, heating and lighting, a large study hall for day scholars, and a comfortable sitting-room and a dressing-room for their use.

THE JOHN ESTHER GALLERY, a fire-proof building, with a beautiful exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlor, and bed-rooms, completely fitted for the care of the sick. Certain wards can be entirely isolated in case of contagious disease.

This building was constructed through the gifts of friends of the school, and was named in honor of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

THE SCHOOL LAUNDRY, a substantial building of brick, fitted with modern electrical apparatus for laundry work, has recently been completed. It contains an electric plant, which lights Draper Hall, and ample room for storage.

## LIBRARY

THE ACADEMY LIBRARY, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of the Bible, Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his



wife, which contains, beside works of general interest, an especially rich collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library at all times, as well as the reading room, where they will find the leading magazines, reviews, and religious and secular newspapers.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that *at the time of entrance*, and are expected to pay for seats; all others attend the South Congregational Church, where free sittings are provided for the school.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out of town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through this, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes. In recent years, a delegation has been sent each year to the Student Conference of the Y. W. C. A. at Silver Bay, N. Y.

## HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.



THE DINING ROOM





The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sun-parlor, its airy rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

During school hours, Peter Thomson suits, or similar simply-made dresses should be worn. These gowns *should not have low necks or sleeves above the elbow*. A tailored gown for street and church, and two or three simple house gowns for afternoon and evening are necessary. These may not be cut lower than a "Dutch neck". Elaborate lingerie waists and dresses, décolleté gowns, trains and expensive jewelry are inappropriate for girls in school and should not be furnished. Proper walking shoes must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella, a waterproof coat and a wrap to use in going from one building to another are indispensable. Gymnastic suits may be ordered at the school after entrance.

*It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the principal.*

## STUDENTS' ROOMS

The accommodations for students in Draper Hall are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with roomy closets, and plenty of sunshine and air. There are a number of single rooms, several suites of two connecting rooms, and

a few rooms for two girls. Each girl has a single bed, bureau, bookcase, chairs and all toilet conveniences. Easy chairs (not rockers) and desks may be added to the furniture, but no other large articles, nor may anything in the rooms be displaced without permission. Picture mouldings are in all the rooms, and everything on the walls must be hung from them. Table and bureau covers are desirable. Simple rugs and carpets may be found in the town. Except for sweeping, students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be distinctly marked with her full name.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

## SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than ten dollars a month for personal uses, beyond what is necessary for books and clothing, and a much smaller sum is desirable. A deposit to cover this allowance, and such other incidentals as concerts and lectures, should be made with the principal at the beginning of the year. Each student will be furnished a school bank-book and check-book, and will be permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honored. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

## ABSENCE, VISITORS AND CORRESPONDENCE

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, *and teachers cannot give special care to those who lose it*. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand nor anything that is not imperative should call a student from her duties.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will make more than two visits, either at home or elsewhere, during each term, except at times of regular holidays. Frequent absences are disturbing to the school as well as to the student.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the principal.

Visits from friends may be received on Wednesday, and out of study hours on other week-days. A list of persons from whom calls may be allowed should be prepared by parents and given to the principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## DISCIPLINE

It is the purpose of the school discipline to train girls to self-control and the wise regulation of their lives. Much liberty is therefore given to trustworthy students and those who abuse confidence are restricted. One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

# COURSES OF STUDY

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## ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. The regular course requires at least five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from certified schools and must accept our requirements for college work.

## APPLICATION

The application and credential blanks in the end of the catalogue should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. *The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places*

*thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.*

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women, and the school has full certificate privileges to Smith, Mt. Holyoke, Wellesley, Simmons and Vassar Colleges. A diploma will be given only to those whom the school is prepared to certificate *in all subjects*, and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the principal. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the fact that the colleges require certain subjects to be completed within a definite time before entrance. For the best arrangement of work it is important that the choice of a college should be made early in the course.







THE TAYLOR INFIRMARY—LIVING ROOM LOOKING TOWARD SUN PARLOR

## ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course demands two semesters' work. The fourteen full courses must include the following: Language, four, including Latin I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

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A woman physician employed by the school will examine the physical condition of each student upon her entrance to the Academy, unless a detailed statement, after thorough examination, is received from her home physician. The fee for this examination is one dollar.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in gymnastics.

All studies will be assigned according to the judgment of the principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

# STUDY PROGRAM

## FIRST YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)	Chorus Singing	(1)
Latin I	(5)	Gymnastics and Dancing	(2)
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting	(2)
Reading and Speaking	(2)		
Art	(2)		

## JUNIOR YEAR

### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Reading and Speaking	(1)
Latin II	(5)	Art	(1)
Geometry	(4)	Gymnastics and Dancing	(2)
French or German	(5)	Bible I	(2)
or			
History I	(4)		

## JUNIOR MIDDLE YEAR

### ACADEMIC

### COLLEGE PREPARATORY

#### *Required Courses*

English III	(3)	English III	(3)
French or German	(5)	Latin III	(3 or 2)
Gymnastics and Dancing	(2)	French, German or Greek	(5)
Chorus Singing	(1)	History I or II	(4)
Bible II	(1)	Algebra	(2 or 3)
Art or Reading and Speaking	(1)	Gymnastics and Dancing	(2)
		Chorus Singing	(1)
		Bible II	(1)
		Art or Reading and Speaking	(1)

#### *Elective Courses*

Greek	
Latin	(5)
French	(5)
German	(5)
History I, II, or III	(5)
Zoölogy, 1st Semester	(4)
Botany, 2nd Semester	(4)

## SENIOR MIDDLE YEAR

### ACADEMIC

#### *Required Courses*

English IV	(1)
English Literature	(4)
Physics or Chemistry	(5-8)
Gymnastics and Dancing	(2)
Bible III	(1)
Art or Reading and Speaking	(1)

#### *Elective Courses*

Greek	
Latin	(5)
German	(5)
French	(5)
History I, II, or III	(5)
Astronomy, 1st Semester	(4)
Geology, 2nd Semester	(4)
Household Science	(4)

### COLLEGE PREPARATORY

#### *Required Courses*

College English I	(3)
Latin IV	(2 or 3)
French, German or Greek	(5)
Algebra	(3 or 2)
Gymnastics and Dancing	(2)
Bible III	(1)
Art or Reading and Speaking	(1)

#### *Elective Courses*

French, German or Greek	(5)
Physics or Chemistry	(5-8)
History I, II or III	(5)

## SENIOR YEAR

### ACADEMIC

#### *Required Courses*

English V	(1)
General Literature	(3)
History IV	(4)
Philosophy	(4)
Gymnastics and Dancing	(2)
Bible IV	(1)

#### *Elective Courses*

Shakespeare	(1)
Household Economics	(4)
German or French	(3)
History I, II, or III	(4)
Science	(4)
Reading and Speaking	(1)
Art	(1)

### COLLEGE PREPARATORY

#### *Required Courses*

College English II	(3)
Latin V	(5)
French or German	(5)
Mathematics review	(4)
Gymnastics and Dancing	(2)
Bible IV	(1)

#### *Elective Courses*

German or French	(5)
Physics or Chemistry	(5-8)
History	(4)

# DEPARTMENTS

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## L A T I N

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

LATIN I. 5 periods a week.

D'Ooge, "Latin for Beginners".

Ritchie, "Fabulae Faciles".

LATIN II. 5 periods a week.

*Caesar*—Harkness and Forbes, "Caesar's Gallic War".

Books I, II, III, IV. 5 periods a week.

*Ovid*—Gleason, "A Term of Ovid".

*Composition*—Allen and Phillips, "Latin Composition", Part I, based on Caesar.

LATIN III AND IV. 2 or 3 periods a week.

*Cicero*—Allen and Greenough, "New Cicero": four orations against Cataline, "The Manilian Law", "The Citizenship of Archias". Sight translation.

*Composition*—Allen and Phillips, Part II, based on Cicero.

LATIN V. 5 periods a week.

*Vergil*—Knapp, "Vergil's Aeneid" Books I-VI. Sight translation.

*Composition*—Daniel and Brown, "New Latin Composition", Part III. Grammatical Review.

## G R E E K

5 periods a week.

The aim of the course is to give such familiarity with inflectional forms, vocabulary, syntax, and the Greek manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The works chosen may vary from year to year.

### GREEK I.

White, "First Greek Book".

### GREEK II.

Goodwin and White, "Anabasis". Books I, II, III.

Sight translation in Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

### GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## F R E N C H

5 periods a week.

Students are drilled in conversation, dictation, sight-reading, and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once a week the classes are conducted by a native French teacher. Opportunity is given for French conversation in the dining-room.



## FRENCH I.

*Grammar*—Chardenal, "French Grammar".

*Composition*—Oral and written translation of the exercises in the grammar.

*Reading*—Books such as the following are read: Aldrich and Foster, "French Reader"; Malot, "Sans Famille"; Legouv   et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Legendes".

## FRENCH II.

*Grammar*—Fraser and Squair, "French Grammar", Part II.

*Composition*—Fran  ois, "Introductory French Prose Composition".

*Reading*—Books such as the following are read: Sand, "La Mare au Diable"; Merrim  e, "Columba"; De la B  dolli  re, "La M  re Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d' Arc".

## FRENCH III.

*Grammar*—Fraser and Squair, "French Grammar", Part II.

*Composition*—Bouvet, "French Syntax and Composition".

*Reading*—Such books as the following are read: Loti, "P  cheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seigli  re"; Hugo, "Hernani"; Moli  re, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Sc  nes de la R  volution Fran  aise"; Scribe et Legouv  , "La Bataille de Dames".

## FRENCH IV.

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a text-book, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ron-sard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers on the periods and men studied are presented in that language.

All text-books are subject to change.

## G E R M A N

5 periods a week.

### GERMAN I.

*Grammar and Composition*—Collar, "First Year German".

*Reading*—Books such as the following are read: Guerber, "Märchen and Erzählungen"; Foster, "Geschichten und Märchen"; Hempl, "The Easiest German Reading"; Müller, "Glück Auf"; Grimm, "Märchen"; Meissner, "Aus meiner Welt"; Betold, "German Stories"; Stolze, "Bunte Geschichten"; "Till Eulenspiegel"; Spyri, "Ros-enresli"; Storm, "Immensee"; Schiller, "Der Neffe als Onkel"; Gerstäcker, "Germelshausen".

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder".

### GERMAN II.

*Grammar*—Joynes-Meissner, "German Grammar". Re-view of the grammar and syntax.

*Composition*—"An American in Germany", by E. E. Pattou; Pope, "Writing and Speaking German".

*Reading*—Books such as the following are read: Stern, "Geschichten vom Rhein"; Jensen, "Die braune Erica";

Zschokke, "Der zerbrochene Krug"; Fouqué, "Undine"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise", "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; H. Schoenfeld, "German Historical Prose".

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder".

### GERMAN III.

*Grammar*—Joynes-Meissner, "German Grammar".

*Composition*—Pope, "Writing and Speaking German".

*Reading*—Riehl, "Fluch der Schönheit"; "Burg Neideck"; Scheffel, "Trompeter von Säckingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim".

*Poetry*—Wenckebach, "Schönsten Deutschen Lieder".

*Conversation*—Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

The text-books in all classes are subject to change.

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on these

subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—4 periods a week.

English History.

Cheyney, "Short History of England".

Kendall, "Source Book of English History".

HISTORY II.

*First Semester*—Ancient and Grecian History.

*Second Semester*—Roman History.

Wolfson, "Essentials in Ancient History".

Botsford, "History of Greece", "History of Rome".

HISTORY III.—4 periods a week.

European History or American History.

Harding, "Essentials in Mediaeval and Modern History"; Woodburn and Moran, "American History and Government".

HISTORY IV.—4 periods a week.

2 periods a week—History of the 18th and 19th Centuries.

Robinson and Beard, "Outlines of European History".

Part II.

2 periods a week—History of Fine Arts.

Lectures, fully illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

## ENGLISH

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English courses is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of selected masterpieces.

ENGLISH I.—4 periods a week.

*Word Study*—Buehler, "Practical Exercises in English".

*Grammar*—Review.

*Composition*—Constant written work; sentence and paragraph structure, simple description and narration, letter-writing, invitations, original work. Hitchcock, "Enlarged English Composition".

*Literature*—Selected readings. In 1913-1914, these included "Ivanhoe"; "Twice Told Tales"; "Lars"; "Snow-Bound"; "The Vision of Sir Launfal"; and "The Lays of Ancient Rome".

ENGLISH II.—4 periods a week.

*Grammar and Rhetoric*—Shackford-Judson, "Composition and Rhetoric".

*Composition*—One long theme a week, constant written work, in and out of class. Paragraph-structure, description, narration, exposition, letter-writing, versification, reproduction, imitation, original work.

*Literature*—Selected readings. In 1913-14, these included "The Ancient Mariner"; "An Elegy in a Country Churchyard"; "The Deserted Village"; "Silas Marner"; "The Sir Roger de Coverley Papers"; selections from "The Idylls of the King"; "The Tale of Two Cities"; "Sohrab and Rustum", and "The Merchant of Venice".

ENGLISH III.—3 periods a week.

*Composition*—Paragraph-structure, construction of the theme, principles of the four kinds of writing, the essay, versification. Constant class written work, weekly long themes. Reports of current events. Shackford-Judson, "Composition and Rhetoric".

*Literature*—Selected readings. In 1913-14, these included "The House of Seven Gables"; "Treasure Island"; "A Midsummer Night's Dream"; "The Talisman"; "Marmion"; "Cranford", and the Shorter Poems of Tennyson.

## ENGLISH IV.

*Literature*—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

*Composition*—1 period a week. Themes, criticism, versification, study of the novel.

## ENGLISH V.

*Literature*—3 periods a week.

*First Semester*—A course in general literature, based on the study of the representative classics of the world (in translation).

*Second Semester*—A course in the poetry and prose of the Nineteenth Century.

*Composition*—1 period a week. Theme, criticism, study of the novel (continued), and of contemporary writing.

*Shakespeare*—1 period a week. Study of the development of Shakespeare's art. Six plays.

## COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

## PHILOSOPHY AND THEISM

Psychology is used as a basis for the study of the ethical and religious development of man's nature.

Calkins, "A First Book in Psychology"; James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism", and Row, "Christian Evidences" are the text-books used in the Senior course.



## MATHEMATICS

In the Academic course a year of Algebra and a year of Plane Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra is required during the Senior year.

The work in both subjects covers the College entrance requirements.

Text-books used in 1914-1915:

First and second courses in Algebra by Hawkes, Luby and Touton.

Plane Geometry by Wentworth and Smith.

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—5 to 8 periods a week.

A study of the more important elements and their compounds, with emphasis upon the practical application of the science to every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements.

PHYSICS.—5 to 8 periods a week.

Elements of mechanics, sound, heat, light, magnetism, and electricity.



Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

**ASTRONOMY.**—4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge had been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

**GEOLOGY.**—4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

**ZOOLOGY.**—4 periods a week, first semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and upon the economic importance of animal life, as illustrated especially by the invertebrates.

Laboratory study of types illustrative of the main subdivisions.

Materials for study, microscopes and necessary instruments are provided for each student.

**BOTANY.**—4 periods a week, second semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading groups.

Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

## HOUSEHOLD SCIENCE AND ECONOMICS

Open only to members of the Senior and Senior Middle classes, and to High School graduates.

I. HOUSEHOLD SCIENCE.—4 periods a week. Senior or Senior Middle year.

A study of the scientific principles underlying the care of a household, including a consideration of heating, ventilation, water supply, drainage and sanitation, cleaning, foods and their values, personal hygiene, and the care of the sick, public hygiene, care of children, with laboratory work, particularly in *cooking*.

Either Physics or Chemistry is a pre-requisite for this course. If neither of these has been taken earlier, one of them may be taken during the same year as the Household Science.

II. HOUSEHOLD ECONOMICS.—4 periods a week. Senior year.

A study of the production and distribution of materials used in the home; of the relations of consumer and producer; of markets and market conditions; of the selection and care of furniture, fabrics, utensils, clothing and other articles of household use; of the apportionment of income, accounts; of home building and beautifying.

Visits are made to factories, shops and markets, and instruction is given in plain sewing and dressmaking.

Course I, Household Science, is a pre-requisite for this course.

Laboratory charges for materials are made in both courses.

## B I B L E

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and

New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I.—2 periods a week.

Old Testament Heroes, first semester.

The Life of Christ, second semester.

BIBLE II.—2 periods a week.

The Literature and History of the Old Testament.

BIBLE III.—1 period a week.

The Teachings of Jesus.

BIBLE IV.—1 period a week.

The founding of the Church: the teachings of St. Paul.

## MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in harmony, musical theory and history; in vocal culture; and in violin and mandolin playing. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

PIANO.

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Jensen, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Scarlatti, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Raff, Brahms, Rheinberger, Saint-Saens, Grieg, MacDowell, Debussy.

## VIOLIN.

The violin work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

## VOICE.

The vocal department gives elementary and advanced exercises for correct tone-placing and breathing and careful development of the voice; special attention is paid to purity, quality, and flexibility of voice, and to phrasing and diction. French, German, and Italian as well as English songs are studied. Vocalizes by Marchesi.

## HARMONY AND HISTORY OF MUSIC.—2 periods a week.

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course will cover two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

## GENERAL MUSICAL ADVANTAGES.

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

Recitals by the pupils accustom them to public performance.



THE TAYLOR INFIRMARY—ONE OF THE WARDS



A series of three recitals by distinguished artists is given each year in Davis Hall.

A limited number of tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are occasional opportunities to attend other concerts in Boston.

In 1912, Mrs. Dorothy Davis Simpson presented the Academy with an organ with electric fan-blower, and all modern appliances. It is used for recitals, and to accompany choral singing. It is also available for the use of students in organ-playing.

## D R A W I N G

The course includes drawing in black and white, pastel, and painting in oil and water color.

The instruction, like that of the best schools of art in this country and in Europe, is to teach how to see nature as well as to express technically what is seen. It is especially helpful to those intending to study some form of art after leaving the school, or to those with a liking for drawing who wish to become more appreciative of artistic things.

The studio is well lighted, large, and furnished with many casts of the best Greek, Roman and Renaissance sculpture, together with a good collection of still-life objects.

In the John-Esther Gallery, belonging to the school, is a large collection of paintings which, together with special exhibitions of modern painters held in the gallery, furnish good examples of art for study. Visits may be made to the Museum of Fine Arts in Boston, and to other collections of artistic value.

## R E A D I N G   A N D   S P E A K I N G

This work is planned to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight intelligently and expressively.



It includes careful attention to breathing and to correct tone-placing; drill in articulation and in tone production; and analysis of selected prose and poetry in order to express truly its thought.

Plays are given each year by the Senior and Senior Middle classes, and by one of the Modern Language departments. Among plays recently given are: "The Winter's Tale", and "She Stoops to Conquer", by the Senior classes; "King René's Daughter", and "The Violin-maker of Cremona", by the Senior Middlers; and "Wilhelm Tell", and "A Quoi rêvent les jeunes Filles" by the language departments.

Lectures and addresses are given during the year by some of the most distinguished speakers and preachers of the country. The greater number of these are provided for from the income of the Alumnae Lecture Fund.

## PHYSICAL EDUCATION

The object of the work is to promote health, and to develop vigorous, graceful women. Special care is taken to secure good breathing and correct carriage, and to correct faulty posture. Measurements are taken at the beginning of the year and again at the end.

During the fall and spring, the exercise is chiefly out of doors. A tennis tournament and contests in field hockey and basketball give zest to the fall sports, and in the spring out-of-door dancing is begun as soon as the weather permits, leading to a May pageant. During the winter term, classes in dancing and gymnastics meet twice a week. This work is varied by gymnastic games. Skating, coasting, snowshoeing and skiing are favorite sports. After the mid-year examinations the Senior class is taken by the Principal, for a few days of winter sports, to Intervale in the White Mountains.

## EXPENSES

Board and Tuition . . . . .	\$600.00
Tuition for Day Scholars . . . . .	120.00
Piano and Organ:	
Two lessons a week, one-half hour each . . . . .	100.00
One lesson a week, three-quarter hour each . . . . .	75.00
Use of piano, one period daily . . . . .	9.00
Use of organ and electric blower, one period daily . . . . .	30.00
Vocal Music:	
Two lessons a week . . . . .	120.00
One lesson a week . . . . .	75.00
Violin: one lesson a week . . . . .	90.00
Drawing and Painting: one lesson, one criticism a week . . . . .	90.00
Laboratory Fees:	
Physics, Chemistry, each . . . . .	5.00
Botany, Zoology, each . . . . .	2.00
Cooking, per term . . . . .	5.00
Laundry, (unstarched), per dozen . . . . .	40

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; three hundred and twenty-five dollars (\$325) in September, at the time of entrance; and two hundred and fifty dollars (\$250) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the principal for the personal allowance of each student for spending-money. (See page 12). This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand (\$60,000) Dollars.

The income of these funds is administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship . . . . .	\$ 1000
The Brewster Scholarship . . . . .	1000
The French Scholarship . . . . .	1000
The New Hampshire Scholarship . . . . .	1000
The Draper Scholarship . . . . .	1000
The Minnie E. Lewis Scholarship . . . . .	1000
The Abby W. Boyd Scholarship . . . . .	1000
The Rice Scholarship . . . . .	1000
The Rufus S. Frost Scholarship . . . . .	1000
The Nancy J. Haseltine Scholarship . . . . .	2000
The Mary A. Richards Scholarship . . . . .	400
The Faith Scholarship . . . . .	700
The Phebe Fuller McKean Scholarship . . . . .	2500
The Andover or Coburn Scholarship . . . . .	2000
The John Cornell Scholarship . . . . .	3000
The Frieda Gerlach Billings Scholarship . . . . .	7500
The Timothy Augustus Holt Scholarship . . . . .	26000
The Raymond Scholarship . . . . .	5000
The Charlotte Cornell Scholarship . . . . .	4000
The Charlotte Ward Briant Scholarship . . . . .	1000

## ENROLLMENT OF STUDENTS

Boarding Students . . . . .	90
Day Students . . . . .	55
Total . . . . .	<hr/> 145

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## DISTRIBUTION BY STATES

Massachusetts, one hundred; New York, twelve; Connecticut, nine; New Hampshire, six; Ohio and Maine, each four; Pennsylvania and Illinois, each three; Iowa, two; Michigan and Vermont, each one.

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## ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former students, and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

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## ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.

## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

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## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

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## GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.

ABBOT ACADEMY  
CATALOGUE OF STUDENTS  
1914-1915

## STUDENTS, 1914-1915

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### ACADEMIC SENIOR CLASS

Mildred Louise Akerley	Reading
Norma Allen	Hartford, Conn.
Rena Lois Atwood	Brockton
Marion Paradise Barnard	Andover
Eleanor Wilder Bartlett	Andover
Marion Mather Brooks	Brookline
Helen Bruce	Lawrence
Sarah Whitney Cushing	Andover
Bessie Marie Gleason	Worcester
Martha Lamberton	Franklin, Pa.
Mattie Catlin Larrabee	West Roxbury
Charlotte Morris	Philadelphia, Pa.
Jessie Marie Nye	Bucksport, Maine
Gertrude May Shackleton	Lawrence
Ada Ferguson Wilkey	Cambridge
Marion Wesley Winklebleck	Chicago, Ill.

### COLLEGE PREPARATORY SENIOR CLASS

Elizabeth May Allen	Andover
Muriel Baker	Cambridge
Phyllis Brooks	Andover
Marion Clark Hamblet	Lawrence
Catherine Cushman Leach	Andover
Elizabeth Frye Leach	Andover
Esther Sheldon	New Haven, Conn.

### COLLEGE PREPARATORY SPECIALS

(These students expect to enter college in September, 1915, but do not receive the diploma of Abbot Academy.)

Eleanor Frary	Berlin, N. Y.
Aurelia Hillman	Barnard, N. Y.
Doris Louise Kishlar	Rochester, N. Y.
Arline Stevens Talcott	Glastonbury, Conn.
Martha Huntington Williams	Glastonbury, Conn.



# ACADEMIC SENIOR MIDDLE CLASS

Katherine Adams  
 Vera Louise Allen  
 Edith Irene Benson  
 Eleanor Pearce Black  
 Edith Foster Butler  
 Florence Cruzen  
 Dorothy Dann  
 Myrtle Paddock Dean  
 Lois Edna Erickson  
 Charlotte Jane Fleming  
 Rachel Foster  
 Marjorie Floyd Freeman  
 Dorothy Gilbert  
 Sylvia Gutterson  
 Lillon Priscilla Hamer  
 Helene Charlotte Hardy  
 Dorothy Higgins  
 Mildred Louise Jenkins  
 Marian Louise Kent  
 Esther Lucile Kilton  
 Louise Mason Kimball  
 Louise King  
 Ruth Laton  
 Margaret Markens  
 Marion Emma Mellor  
 Vivien Kasson Mitchell  
 Ruth Stevens Moore  
 Frances Plummer Moses  
 Katharine Marshall Odell  
 Ruth Agnes Ottman  
 Bernice Overend  
 Eugenia Parker  
 Margaret Lewis Perry  
 Dorothy Pillsbury  
 Lucy Butler Squire  
 Emma Marie Stohn  
 Lillian Ida Sword  
 Josephine Tonner  
 Mary Toye  
 Josephine Walker  
 Helen Elizabeth Warfield  
 Miriam Louise Weber

West Newton  
 Cohasset  
 Methuen  
 Mansfield, Ohio  
 Brooklyn, N. Y.  
 Paxton, Ill.  
 Mansfield, Ohio  
 Everett  
 Dorchester  
 Des Moines, Iowa  
 Peabody  
 Lawrence  
 Bolton  
 Winchester  
 Lawrence  
 Dorchester  
 Bath, Maine  
 Methuen  
 Westfield, N. Y.  
 Worcester  
 Concord, N. H.  
 Peabody  
 Nashua, N. H.  
 Buffalo, N. Y.  
 Lawrence  
 Hull  
 Newton Highlands  
 Bath, Maine  
 Beverly  
 Stamford, Conn.  
 Lawrence  
 Winchester  
 Newton Centre  
 Derry, N. H.  
 Meriden, Conn.  
 Roslindale  
 Huntington, L. I.  
 Clearfield, Pa.  
 Lawrence  
 Concord, N. H.  
 Brooklyn, N. Y.  
 Canton, Ohio

## COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Charlotte Eaton	Ballardvale
Agnes Campbell Grant	Andover
Agnes Jamison Leslie	Newburgh, N. Y.
Ruth Lindsay	Andover
Grace Converse Merrill	Manchester
Marion Adelaide Selden	Andover
Esther Mary Van Dervoort	Moline, Ill.
Elsa Margaret Wade	Andover
Elizabeth Dayton Wood	Gardner

## JUNIOR MIDDLE CLASS

Miriam Manning Bacon	Newton
Harriet Hilton Balfe	Newburgh, N. Y.
Carita Bigelow	Andover
Bernice Patterson Boutwell	Lowell
Laura Alice Cheever	Andover
Ruth Farrington Clark	North Andover
Esther Kinney Davis	Bridgeport, Conn.
Doris Elizabeth Emery	Newport, Vt.
Grace Barker Guptill	Haverhill
Ruth Jackson	Malden
Inga Little	Laconia, N. H.
Harriet Josephine Murdock	Meriden, Conn.
Rachel Langevin Olmstead	West Brookfield
Jane Patteson	Penn Yan, N. Y.
Alice Beardslee Prescott	Andover
Cornelia Bancroft Sargent	Lawrence
Hilda Bell Temple	Andover
Marion Hutchinson Vittum	Beverly

## JUNIOR CLASS

Ruth Emily Allen	Andover
Mary Osgood Bartlett	Andover
Gwendolen Brooks	Andover
Dorothy Bushnell	Andover
Mary Freethy Davis	North Andover
Helen Ruth Farrington	Peabody
Barbara Ferguson	Lexington
Grace Murdock Francis	Andover
Helen Wentworth French	Andover
Mariette Goodrich	Andover
Pauline Irma Jackson	Waltham
Beatrice Ellen Kenyon	Lawrence

Myra Eurilla McLean  
 Esther Violet Milliken  
 Margaret Mitchell  
 Dorothy Newton  
 June Elizabeth Perry  
 Katherine Menzies Pinckney  
 Helen Agnes Briggs Robertson  
 Julie Pfingst Sherman  
 Clara Pearson Tolman  
 Dorothy May Williams

West Somerville  
 Lawrence  
 Andover  
 Andover  
 Greenfield  
 Andover  
 Andover  
 Winchester  
 Lawrence  
 East Salamanca, N. Y.

## FIRST YEAR CLASS

Emily Barton  
 Marion Chandler  
 Margaret Fuller Clark  
 Dorothy Cole  
 Dorothy McKeen Cutler  
 Madalen Miriam Dingley  
 Helen Aldrich Dole  
 Dorothy Fairfield  
 Mildred Frost  
 Marie Elise Gardner  
 Gladys Mildred Glendinning  
 Katherine Gage Hamblet  
 Ruth Carter Hathaway  
 Jane Carpenter Holt  
 Muriel Archibald Johnson  
 Winifred Hopkins LeBoutillier  
 Frances Moses  
 Florence Evelyn Mott  
 Vera Ellen Wilhelme Nordenstierna  
 Julia Elizabeth Sjöström  
 Gertrude Ellen Stark  
 Meriel Frances Thomas

Andover  
 New Gloucester, Maine  
 North Andover  
 Andover  
 Andover  
 Kalamazoo, Mich.  
 Lawrence  
 Winchester  
 Lawrence  
 Fort Madison, Iowa  
 Lawrence  
 Lawrence  
 North Wilmington  
 Methuen  
 Andover  
 Andover  
 Andover  
 Ballardvale  
 North Andover  
 North Andover  
 Ballardvale  
 Winchester

## POST - GRADUATE

Laura Northey Marland

Andover

## SPECIALS

Elizabeth Knight Bissell  
 Mildred Henderson Crockett  
 Margaret Davis  
 Charmion Elise Johnson

Lakeville, Conn.  
 Manchester, N. H.  
 Worcester  
 Canal Dover, Ohio

## MUSIC STUDENTS

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### PIANO

Rena Lois Atwood  
Edith Foster Butler  
Marion Chandler  
Esther Kinney Davis  
Madalen Miriam Dingley  
Lois Edna Erickson  
Helen Ruth Farrington  
Rachel Foster  
Helen Wentworth French  
Marie Elise Gardner  
Grace Barker Gupstill  
Ruth Carter Hathaway  
Jane Carpenter Holt

Pauline Irma Jackson  
Louise Mason Kimball  
Louise King  
Agnes Jamison Leslie  
Grace Converse Merrill  
Rachel Langevin Olmstead  
Lucy Butler Squire  
Meriel Frances Thomas  
Josephine Tonner  
Ada Ferguson Wilkey  
Dorothy May Williams  
Martha Huntington Williams  
Elizabeth Dayton Wood

### VOICE

Katharine Adams  
Norma Allen  
Mildred Henderson Crockett  
Sarah Whitney Cushing  
Agnes Campbell Grant  
Helene Charlotte Hardy

Pauline Irma Jackson  
Charmion Elise Johnson  
Margaret Markens  
Esther Mary Van Dervoort  
Martha Huntington Williams  
Marion Wesley Winklebleck

Elizabeth Dayton Wood

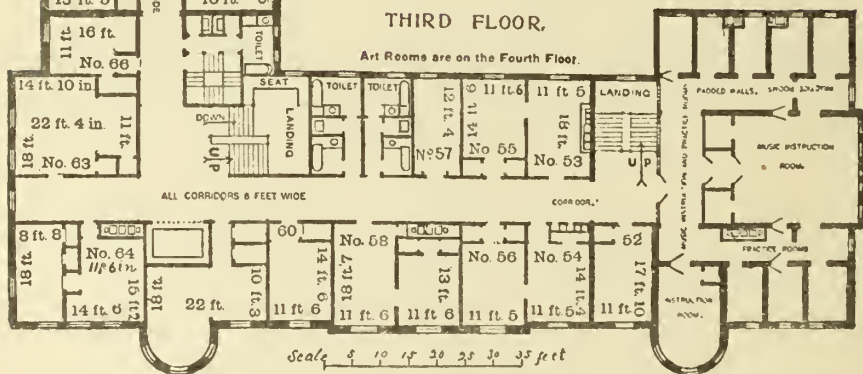
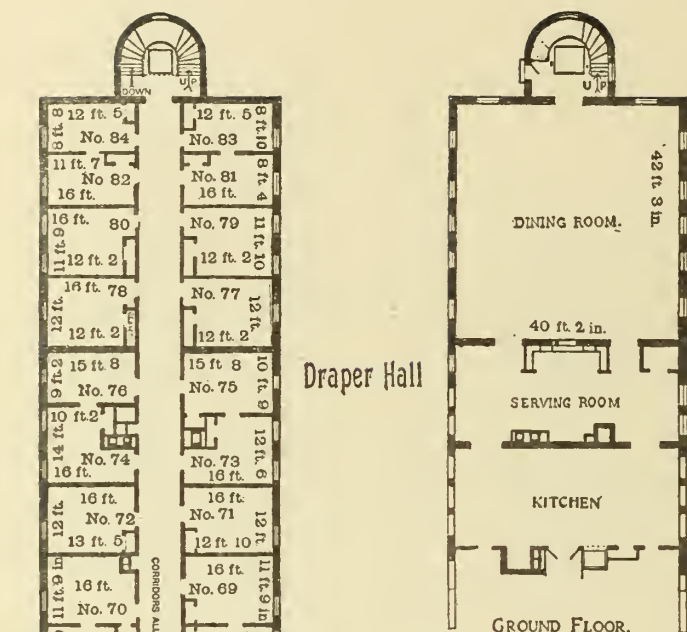
### HARMONY

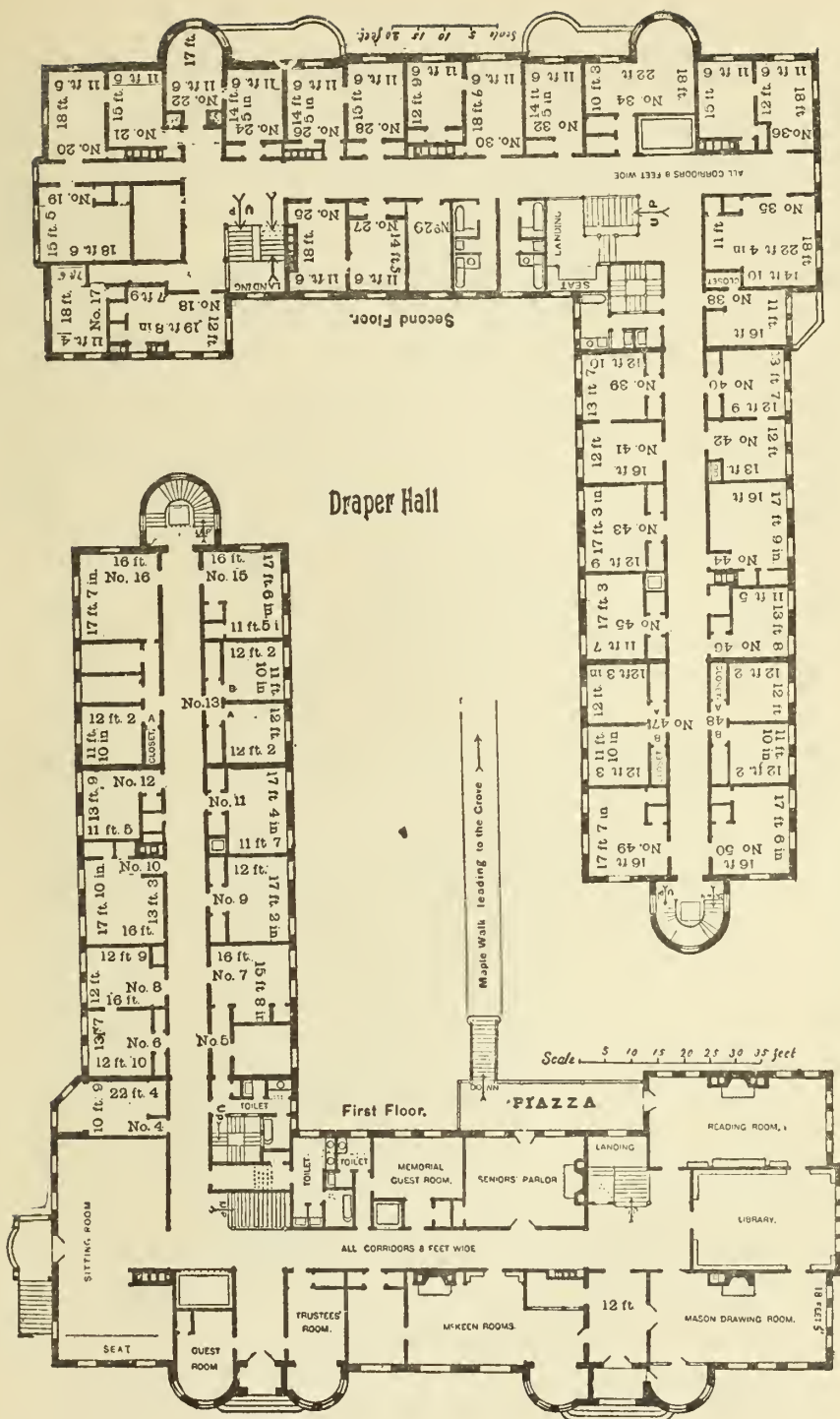
Esther Kinney Davis  
Grace Converse Merrill

Katharine Marshall Odell  
Ada Ferguson Wilkey

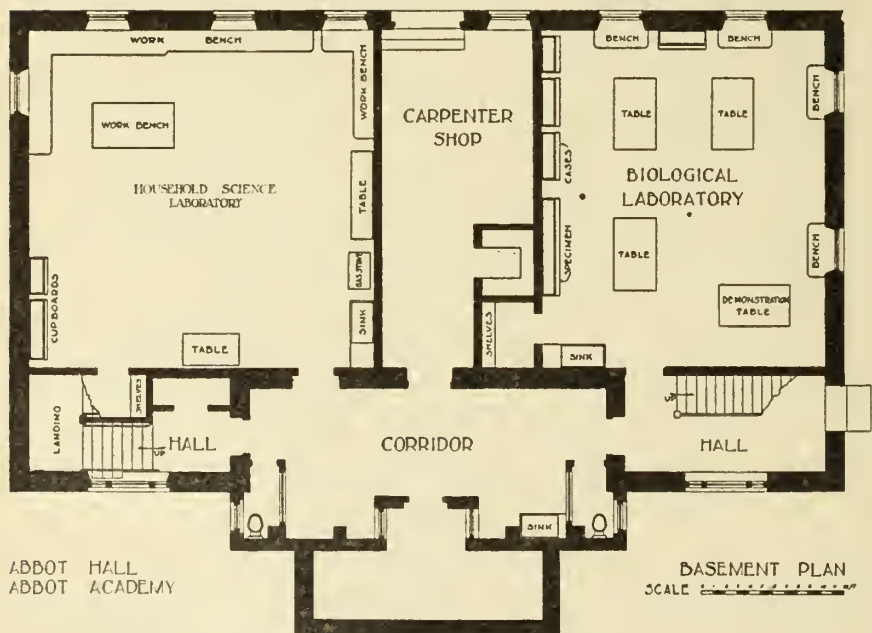
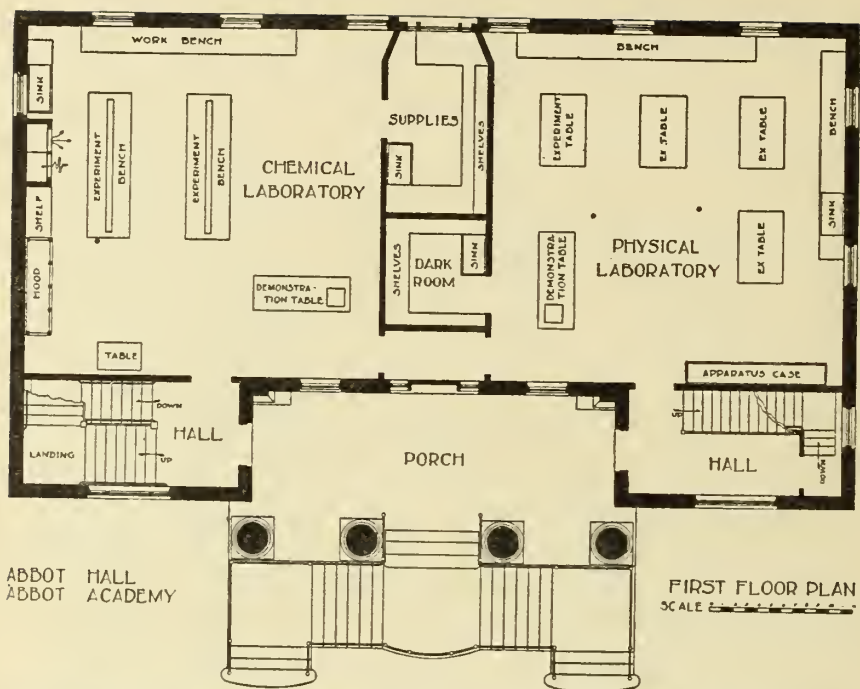
Elizabeth Dayton Wood

PLANS OF GROUNDS  
AND  
BUILDINGS

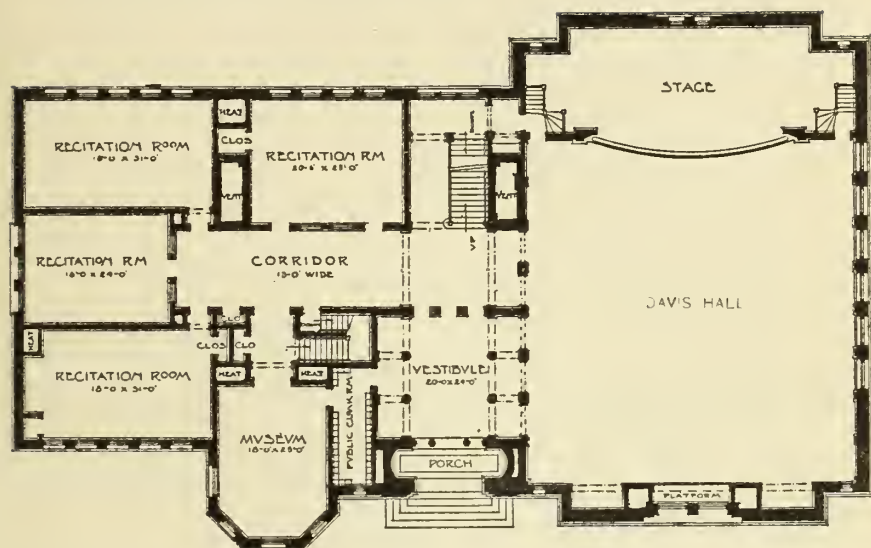






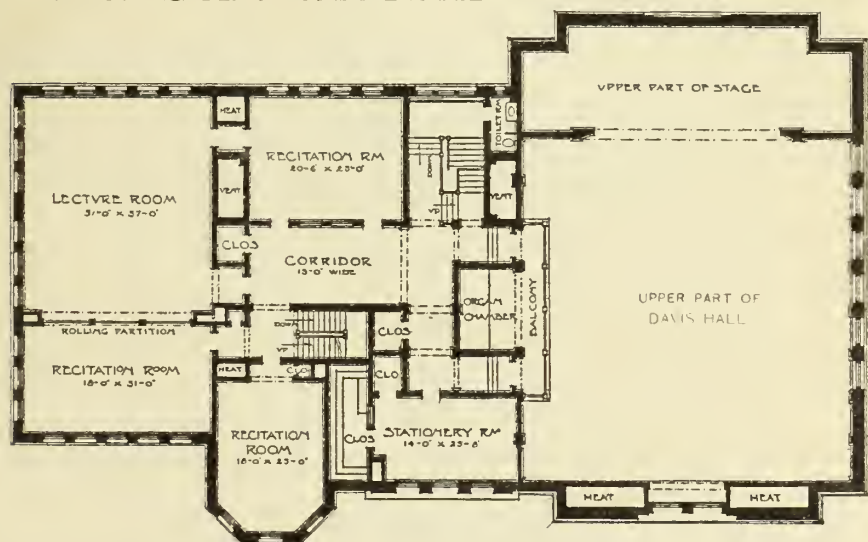


McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



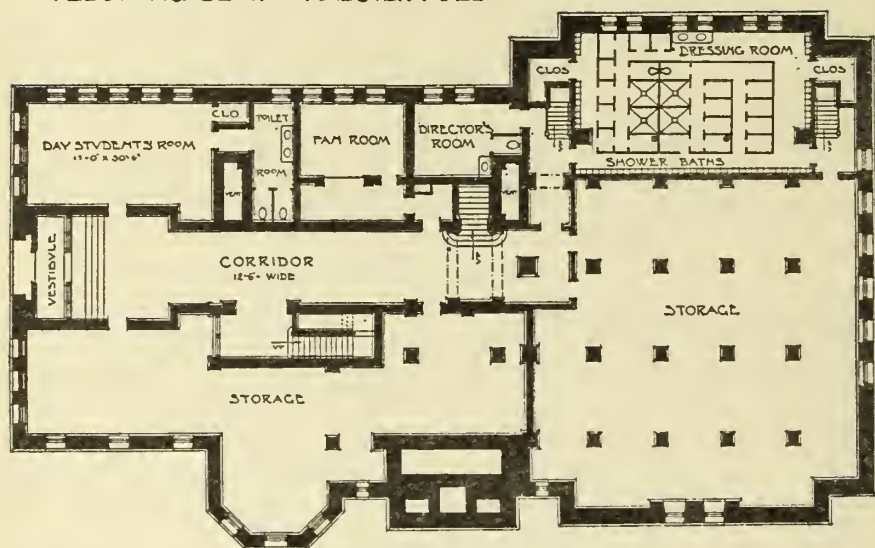
~ PLAN OF FIRST FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.

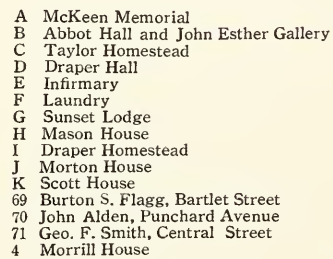


~ PLAN OF SECOND FLOOR ~

McKEEN MEMORIAL  
ABBOT ACADEMY ANDOVER MASS.



- PLAN OF BASEMENT -











Full name and address of applicant.	Does she wish special lessons in drawing or painting?
Date of birth.	Does she wish a room-mate?
Full name of parent or guardian	What is the condition of her health?
Business address.	What church does she attend?
Is the applicant a graduate of any school? What was the last school attended, and for how long? What other schools has she attended?	Is she a member of any church?
Does she apply for the academic or college preparatory course?	Address of persons to whom reference may be made.
If for the latter, for what college does she wish to be prepared?	Social
Does she wish to study music?	Financial

## Application Blank

---

Full name of applicant

Date of application

## Application for Admission

to

**Abbot Academy**

**Andover, Mass.**

---

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Application is hereby made for the admission of my  
....., (name).....  
as a  $\left. \begin{array}{l} \text{day} \\ \text{boarding} \end{array} \right\}$  student at Abbot Academy, for the school year  
beginning September , 191 . Enclosed is my check for  
\$25.00 for reservation of place, to be credited on the bill  
for tuition. I have carefully read and accept the terms and  
conditions specified in the Abbot Academy Catalogue for the  
year 1915. I promise that my.....shall conform to  
the regulations of the Academy, and that she shall be punctual  
in attendance at the stated beginning of each term.

.....  
Signature of Parent or Guardian.

---

This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

MISS BERTHA BAILEY,  
*Principal.*

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
HISTORY:				
Ancient				
English				
Mediaeval				
Modern				
American				
SCIENCE:				
Zoology				
Botany				
Geology				
Astronomy				
Physics				
Laboratory work				
Chemistry				
Laboratory work				
Physiology				
Physical Geography				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
MATHEMATICS:				
Algebra				
Geometry				
LATIN:				
Grammar and Reader				
Caesar				
Vergil				
Cicero				
Advanced Latin				
Prose Composition				
GREEK:				
Grammar and Reader				
Anabasis				
Homer				
Prose Composition				

	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	Date of Completion	Rank
FRENCH:				
Grammar				
Authors read				
GERMAN:				
Grammar				
Authors read				
ENGLISH:				

Credential Blank

Name of student

.....

Abbot Academy

Andover, Mass.

Credential Blank

.....

.....191

TO THE PRINCIPAL,

Abbot Academy, Andover, Mass.

I hereby certify that

Miss .....

has been a pupil in

.....

school from ..... to .....

and that the following is a correct statement of the work done  
by her in the subjects named.

.....  
Signature of Principal.

.....  
Name of School.

.....

(Please indicate also any subjects with which she was credited upon  
entrance to your school.)

Have the following subjects been completed as required for  
entrance to High Schools:

English

Geography

Arithmetic

U. S. History and Constitution















376

Ab2c

v.8

Abbot Academy

Catalogues

9230

2124

K1.15

Freuhart

9231

